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ABSTRACT

Written for individuals responsible for overseeing the staff training of preschool teachers, this guide consists of four sections. The first enables trainers to determine whether the training program, which is based on the 13 Child Development Associate (CDA) Competency Standards, meets the needs of their program. The second provides an overview of the trainer's role in guiding each teacher through the course of self-instructional learning activites and suggests ways to extend learning. The third includes knowledge and competency assessments for each module to help trainers determine whether the trainee has understood the course matrial and has become more competent in working with children. The fourth section, an appendix, provides answer sheets and observation forms for use in the assessment process. It also includes forms to help in tracking each teacher's progress and a list of publishers and distributors for resources listed in the training modules. (RH)

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A TRAINER'S GUIDE TO CARING FOR PRESCHOOL CHILDREN

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A Trainer's Guide
to
Caring for Preschool Children
A Supervised, Self-Instructional Training Program

By

Diane Trister Dodge

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Introduction

This is an exciting and challenging time in early childhood education. It is exciting because after 20 years of research, we now know that early childhood programs can make an important difference for children throughout their lives. It is challenging because this knowledge imposes a clear responsibility on early childhood educators to create high quality programs.

A high quality early childhood program is one that is developmentally appropriate. This means that the staff:

- respects and builds on individual, developmental, and cultural differences among children;
- teaches children in a well-planned, varied physical environment;
- builds children's self-esteem and desire to learn;
- promotes learning through play; and
- ensures that parents play a meaningful role in the program.

Standards for high quality programs have been developed by the leading agencies and organizations in early childhood education. These include the National Association for the Education of Young Children (NAEYC), the National Head Start Bureau in the U.S. Department of Health and Human Services, the National Association of State Departments of Education, and the National Association of Early Childhood Specialists in State Departments of Education. Standards for teacher competencies have been defined in the *Childhood Development Associate (CDA) Assessment System and Competency Standards* by the Council for Early Childhood Professional Recognition.

How can early childhood programs meet these standards? Sound training and skillful supervision of staff members are key factors in achieving a quality preschool program. The high turnover rate among preschool teachers makes training particularly important and ongoing training programs desirable. Successful programs require training materials that are practical and easy to use, accompanied by materials for trainers and supervisors to help them carry out the program effectively.

To help early childhood educators improve their programs, Teaching Strategies, Inc., has developed curriculum and training materials, including *Caring for Preschool Children: A Supervised, Self-Instructional Training Program.* This two-volume set of training materials helps teachers acquire knowledge of child development and develop their teaching skills. It serves as a companion to the program's curriculum, focusing primarily on the skills and knowledge that enable teachers to nurture children's growth and development.

Caring for Preschool Children is comprehensive and practical. It is divided into 13 modules, corresponding to the 13 functional areas covered by the CDA competency standards. The 13 areas include: safe, healthy, learning environment, physical, cognitive, communication, creative, self, social, guidance, families, program management, and professionalism.

Each staff member participating in the training needs a copy of the materials. This is a one-time investment that will cover the full training period of approximately one year. Staff members should be aware of your center's investment in their training. Some programs have found that teachers are more committed to the training if they share in the cost of the materials.

Because the program is self-instructional, teachers can use it at their own pace, as time permits. This format gives them valuable autonomy in completing the training. But that autonomy also means that trainers and supervisors must play a very active role in advising teachers during the training and keeping close track of their progress for the program to succeed.

This guide is written for any individual responsible for overseeing staff training. In some programs this may be the education coordinator or training specialist. In others, the center director or a master teacher may assume the trainer's role. For the training program to be most effective, trainers should have a strong foundation in early childhood education and child development. The trainer's central role is to provide feedback and support and to make judgments about the appropriateness of a teacher's responses in the learning activities. Trainers should also have time to observe in the classrooms and assess the knowledge and competence that teachers have gained from the training.

The *Trainer's Guide* has four sections. The first chapter will help you to decide if this training program meets your needs. It offers suggestions for setting the stage and introducing the training program. Chapter II provides an overview of your role in guiding each teacher through the learning activities and suggests ways to extend learning. The third chapter includes knowledge and competency assessments for each module to help you determine if a teacher has understood the material and has become more competent in working with children. The fourth section, the Appendix provides answer sheets and observation forms for the assessment process. It also includes forms to help you track each teacher's progress and a list of publishers and distributors for resources listed in *Caring for Preschool Children*.

I. What You Need to Know to Implement the Training Program

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I. What You Need to Know to Implement the Training Program

Caring for Preschool Children is designed to meet the particular needs of staff members in early childhood programs. This chapter addresses issues that trainers and center directors should consider before implementing this training program.

How It Supports Your Program's Curriculum

A training program does not take the place of an early childhood curriculum; quality programs need both a curriculum and a way to train the staff. Although they perform different functions, there will be many similarities between *Caring for Preschool Children* and a comprehensive early childhood curriculum—one that addresses all areas of a child's development and includes a meaningful role for the child's family.

What *is* an early childhood curriculum? It is a plan for children's learning—a guide that helps teachers plan a rich learning environment and appropriate activities and experiences that form the daily program. Young children change so quickly and bring such varied experiences and interests to a preschool program that early childhood teachers need to be flexible and spontaneous in their daily interactions. Yet teachers also need to depend on a clearly defined structure to help them make decisions and plan the program. An effective curriculum will provide both a structure for the daily program and a way for teachers to be responsive to individual children and the changing interests of the group. It should include the following:

- **A statement of philosophy:** the theories behind curriculum development, including an understanding of how children develop cognitively, socio-emotionally, and physically.
- **Goals and objectives:** the skills, attitudes, and understandings we want children to acquire through the curriculum.
- **The physical environment:** specific guidance on the importance of room arrangement and how to select and display materials to support the development of trust, independence, and initiative.
- **The teacher's role:** a clear definition of teaching strategies that promote self-esteem and learning.
- **The parent's role:** a commitment to the partnership of parents and teachers in promoting each child's growth and development.

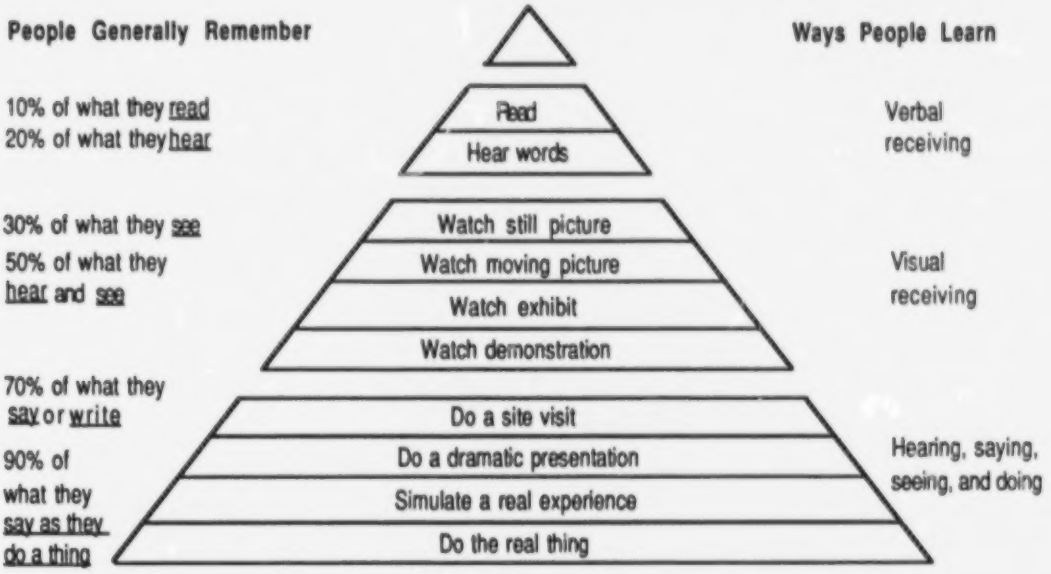
To implement an early childhood curriculum effectively, teachers need an understanding of child development and the skills required to promote healthy growth and development. These skills and understandings have been defined by the early childhood profession in the CDA Competency Standards. *Caring for Preschool Children* introduces teachers to these concepts and skills and helps them develop these competencies as they implement the program's curriculum in their daily work with children.

Understanding How Adults Learn

Most preschool administrators have little time and few resources available for staff training. Fitting training sessions into busy staff schedules can be difficult, and the training needs of staff members often vary greatly: some teachers may be very experienced, while others are new to the job.

Meeting the special needs of adult learners can also be challenging. Adults usually take considerable pride in their work and need to have their efforts respected. Adults can be afraid to fail, so teaching them should enhance their self-confidence by building on what they already know. Adults may have different levels of experience and styles of learning. Training programs need to accommodate and validate such differences as much as possible, and they should take into account the fact that staff motivation, according to many studies, increases with recognition of achievement, respect for the staff member as a person, and participation in planning and decision making.

Extensive research has also shown that people in general, and adults in particular, learn best through a hands-on approach, one that involves them actively in the learning process. Edgar Dale explains this truth schematically in his "Cone of Experience" (adapted from *Audiovisual Methods in Teaching*, Third Edition, Holt, Rinehart and Winston, Inc., 1969, p. 107).


People Generally Remember
Ways People Learn
10% of what they read
20% of what they hear
Read
Hear words
Verbal receiving
30% of what they see
50% of what they hear and see
Watch still picture
Watch moving picture
Watch exhibit
Watch demonstration
Visual receiving
70% of what they say or write
90% of what they say as they do a thing
Do a site visit
Do a dramatic presentation
Simulate a real experience
Do the real thing
Hearing, saying, seeing, and doing

Caring for Preschool Children takes into account all these factors in its design and implementation. It is designed to be used on the job as part of the ongoing work of the staff. It respects the work and life experiences of teachers by building on what they already know. It is a highly individualized program that allows teachers to plan their own program and provides for extensive feedback from trainers. And it emphasizes hands-on learning through classroom activities. Each module includes at least four specific learning activities that teachers carry out during their everyday work with children. And finally, *Caring for Preschool Children* eliminates many scheduling problems. Staff members with different schedules don't need to

meet regularly or share training materials because teachers complete the training at their own pace, and they each have their own set of materials, which they keep as a personal resource.

Using the Program for CDA Training

Caring for Preschool Children is specifically tailored to meet the training needs of teachers interested in obtaining a Child Development Associate (CDA) credential from the Council for Early Childhood Professional Recognition. The training program is divided into 13 modules addressing the skills and knowledge base defined in each of the functional areas. The Council for Early Childhood Professional Recognition will be offering two new routes to obtain a CDA credential: Direct Assessment and Professional Preparation.

Direct Assessment

In the Direct Assessment route (to be implemented in January 1991), a teacher must have completed 120 hours of formal training in early childhood education. Formal training can be provided by on-site trainers, colleges, vocational/technical schools, or resource and referral agencies. The training must cover specific subject areas outlined by the Council.

Caring for Preschool Children requires approximately three hours a week of a teacher's time over a one-year period, totaling about 160 hours of formal preparation. The chart on the following page breaks down the 160 hours by training modules.

In the Direct Assessment route, teachers develop a Professional Resource File, which is a collection of documents to use in working with young children and families. The learning activities in *Caring for Preschool Children* include many opportunities to document work and collect materials that can be included in a Professional Resource File.

The Direct Assessment route also requires teachers to complete a written and oral assessment and be observed working directly with children. The knowledge and competency assessments used after completion of each module in *Caring for Preschool Children* will help teachers prepare for these assessments.

Formal Training in *Caring for Preschool Children* by CDA Subject Areas and Time Estimates

CDA SUBJECT AREA	MODULES COVERING SUBJECT AREA	ESTIMATED CLOCK HOURS
Observing and recording children's behavior	Modules 1-10, 12*	20 hours
Principles of child growth and development	Modules 1-10 (Learning Activity I in each module)	15 hours
Planning a safe, healthy environment to invite learning	Module 1-3	30 hours
Steps to advance children's physical and intellectual competence	Modules 4-7	35 hours
Positive ways to support children's social and emotional development	Modules 8-10	30 hours
Strategies to establish productive relationships with families	Module 11	10 hours
Individual and group management	Module 12	10 hours
Maintaining a commitment to professionalism	Module 13	10 hours
	Estimated total	160 hours

*Specific learning activities that involve observing and recording children's behavior include the following: Module 1 (Learning Activity II), Module 2 (V), Module 3 (IV), Module 4 (II and III), Module 5 (II, III, and V), Module 6 (II and V), Module 7 (IV), Module 8 (II and III), Module 9 (II, IV, and V), Module 10 (II), and Module 12 (I and II).

Professional Preparation Program

In the second route to obtaining a CDA credential, the Council for Early Childhood Professional Recognition will arrange for teachers to enter a college-level Professional Preparation Program, which provides training and assessment using the Council Curriculum. There are three phases in the CDA Professional Preparation Program: field work, instructional course work, and evaluation.

The learning activities in *Caring for Preschool Children* can be used by CDA advisors and seminar instructors as a supplement to those suggested in the Council Curriculum. The learning activities can enhance the students' Professional Resource Files. The exercises that focus on principles of child development (the first learning activity in Modules 1 through 10) are particularly relevant. In addition, the overview vignettes, self-assessments, and readings in each module can provide a wealth of ideas and information for course discussions. The suggestions for supporting teachers and extending learning for each module (found in Chapter II of the *Trainer's Guide*) provide a host of ideas for enhancing student understanding of the CDA subject areas. Finally, the knowledge assessments can be useful practice for students preparing for the written evaluation.

Assessing Your Training Needs

Although it is self-instructional, the training program will still take time and effort to oversee. You should ask yourself these questions in deciding how to implement the program:

- In what areas is our program weakest?
- How many teachers need the program? Can some complete it relatively quickly and then help others through it?
- Are funds available to pay for training materials?
- Can I delegate certain tasks to others in order to make time for overseeing the training?

You don't necessarily need the enthusiastic support of the entire staff to implement the training program. Some people will be wary of any new program, even one that will obviously help them in their work. If some members of your staff enthusiastically undertake the training and find it useful, their enthusiasm will be contagious and will encourage others to sign up.

Enrolling in Certification Programs

You should consider enrolling your center and staff in certification programs such as the Center Accreditation Program and the Child Development Associate (CDA) Program. The recognition and rewards that come from certification serve to motivate staff to enhance their skills by participating in the training program.

The National Academy of Early Childhood Programs, a division of the National Association for the Education of Young Children, certifies preschool centers through its Center Accreditation Program. The process involves several steps including a self-assessment that requires all staff members, parents, and administrators to take a careful look at how the program measures up to specific criteria. This assessment is the beginning of a joint effort to

address problem areas and bring all aspects of the program into compliance. If the accreditation process leads to final certification, your program will receive valuable professional and public recognition.

Staff qualifications and specialized training are important factors in determining whether your program will be certified. Implementing the training program can thus increase your chances of winning accreditation. It will also increase opportunities for career advancement for your staff by providing them with tools needed to achieve certification as Child Development Associates by the Council for Early Childhood Professional Recognition. Explaining the benefits of such certification for both your center and teachers' individual careers will help motivate them to undertake the training.

Collecting Resources

Learning is a continuous process, and the training program suggests resources that will enable teachers to continue to expand their knowledge and improve their skills. A rich library of relevant books and materials encourages teachers to continue learning.

It is important to label the resources and establish a system for their circulation and return to a central library, either through library cards or a master sign-up sheet. Whatever system you use should include a time limit on each person's use of the resource and a way to make sure it has been returned. The following are some resources you might consider for your library.

Standards for Early Childhood Programs

- *Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth Through Age 8*, National Association for the Education of Young Children (NAEYC), Washington, DC, 1987.
- *Center Accreditation Criteria and Procedures of the National Academy of Early Childhood Programs*, NAEYC, Washington, DC, 1984.
- *Head Start Program Performance Standards*, Head Start Bureau, Administration for Children, Youth, and Families, Office of Human Development Services, US Department of Health and Human Services, Washington, DC, 1975.
- *Child Development Associate Assessment System and Competency Standards: Preschool Caregivers in Center-Based Programs*, Washington, DC, 1986.

Research and Reports

- *Quality in Child Care: What Does Research Tell Us?*, Deborah A. Phillips, ed., NAEYC, Washington, DC, 1987.
- *Kindergarten Policies: What Is Best for Children?*, Johanne T. Peck, Ginny McCaig, and Mary Ellen Sapp, NAEYC, Washington, DC, 1988.

- *Right from the Start, The Report of the NASBE Task Force on Early Childhood Education,* National Association of State Boards of Education, Alexandria, VA, 1988.

- "Consequences of Three Preschool Curriculum Models Through Age 15," L. J. Schweinhart, D. P. Weikart, and M. B. Larner, *Early Childhood Research Quarterly*, 1(1), 1986, 15-35.

- "Preventive Education for High Risk Children: Cognitive Consequences of the Carolina Abecedarian Project," Craig T. Ramey and Frances A. Campbell, *American Journal of Mental Deficiency*, 88 (5), 1984.

Supplementary Resources

The annotated bibliography at the end of each module in *Caring for Preschool Children* can be used to select resources for a center library. Teachers who wish to learn more on a subject will find it convenient if the resources are readily available at the center. A list of publishers and distributors of early childhood resources can be found in Appendix E of this guide.

Audiovisual Materials

- *Celebrating Early Childhood Teachers,* a videotape that introduces staff to the profession (NAEYC, Washington, DC).

- *The Creative Curriculum,* a videotape filmed in Head Start and day care programs that shows how responsive teachers and a carefully organized environment enhance children's growth and development in all interest areas of a preschool classroom (Teaching Strategies, Inc., Washington, DC).

- *Room Arrangement as a Teaching Strategy,* a filmstrip that presents concrete ideas for arranging preschool classrooms to support positive behavior and learning (Teaching Strategies, Inc., Washington, DC).

Periodicals

- *Young Children*, NAEYC, Washington, DC.

- *Childhood Education*, Association for Childhood Education International, Wheaton, MD.

- *Child Care Information Exchange*, Exchange Press, Redmond, WA.

Newspapers and magazines frequently print interesting articles about early childhood education (such as the *Newsweek* cover story of April 17, 1989, on "How Kids Learn"). Staff members can help you keep an eye out for such articles and bring them in to post on a bulletin board and collect in a file as part of your resource library.

Introducing the Training Program

When you first introduce *Caring for Preschool Children*, arrange a meeting with the entire staff to explain the purpose and importance of the program. Even though you may not train the entire staff at the same time, it is still important that everyone understand the value of the program. As indicated in the pyramid showing how people learn, your staff may remember more of what you say if you use markers and newsprint or a blackboard in your presentation and display copies of *Caring for Preschool Children.*

Explaining the Program

Your staff will support the program more enthusiastically if they understand the thinking behind it. You should explain that 20 years of research has shown that preschool programs based on child development theory can benefit children for the rest of their lives. Studies show that children attending such preschool programs need less remedial education and are less likely to drop out of school or run into trouble with the law than will children without such preschooling.

You should also explain that this research has led to standards of quality that measure how well a preschool program is doing. Describe how the training program will help your center meet these standards. Mention the resources listed above, which explain the research that has been done and the standards that have been developed. You may want to hand out summaries of these resources for your staff to read.

Inviting Input on Successful Training Practices

Ask your staff to describe training practices that they have found to be effective, such as classroom observation by other teachers, viewing videotapes, and getting feedback from supervisors. Also ask the staff to indicate what areas they would most like the training to cover. You can then show the staff how their ideas are reflected in the *Caring for Preschool Children* program.

Emphasizing Feedback and Recognition

The training program offers in a sense the best of both worlds: it is tailored to each individual's needs, but it also provides for a close working relationship between trainer and trainee. You should emphasize that just because teachers develop their own training plans and use the materials independently does not mean that they will be left alone to "sink or swim". The feedback conference described in Chapter II is central to the success of the program.

Appendix C of this *Trainer's Guide* includes tracking forms. Teachers should have their own copy of the Teacher Tracking form so that they can monitor their own progress. You should sign off on the form when each module is completed and also keep track of the entire staff's progress on the Center Tracking Form provided.

Emphasize that teachers will receive recognition for undertaking and completing the training. Salary increases are of course a welcome form of recognition, and you should mention them to the staff if they are a realistic possibility. If salary increases are not possible at the time you want provide recognition, consider these suggestions for providing incentives for teachers:

- Special rewards after completing part of the training, such as three or six modules. For example, you could give staff members a day off, dinner for two at a local restaurant, or a copy of a favorite resource.
- Recognition dinners for teachers who have completed the program, with invitations extended to parents and other special guests.
- Special pins acknowledging completion of part or all of the program.
- Photographs on a bulletin board of staff members who have undertaken or completed the program.

Having considered all of these issues and made a decision to use *Caring for Preschool Children* for staff development, you will be ready to review your role in the training program. The next chapter explains what teachers and trainers do in each module and offers specific suggestions for ensuring the success of the program.

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II. Overseeing the Training Program

This chapter explains how the training program works, the importance of the feedback conference, and the central role of the trainer in ensuring the program's success.

How the Training Program Works

The program begins with two important initial steps: an overall self-assessment and development of the individual training plan. It then moves to a five-step process that teachers follow in working on each individual module.

Overall Self-Assessment

Before beginning the actual training, teachers assess their skills by ranking how frequently they carry out basic program activities identified for each module. This is not a test; it is an exercise designed to help teachers get an overview of the program and decide which modules they want to work on first. Teachers should be encouraged to complete the self-assessment as honestly as possible. The more honest they are, the more accurate their training plan will be.

Development of Individual Training Plans

You should meet with staff members individually after each one has completed the self-assessment. To help get the program off on the right foot, you should allow enough time (15 to 30 minutes) for a thorough discussion of each teacher's individual training plan at this meeting. You may want to acknowledge that it can be difficult for teachers to identify which skills they need to develop further and what areas they need to know more about.

Teachers will select, with your help, the first three modules to work on. You may want to adjust individual plans so that several staff members are working on the same module at the same time. Coordinating training plans in this way could allow feedback sessions with groups of teachers, which would make supervising the program less time-consuming for the trainer. But keep in mind that some teachers may want individualized feedback on modules in which they don't feel particularly confident.

Five-Step Process for Each Module

Although the subject matter of the modules varies substantially, the process for covering the material in each one follows the same five-step process.

Introduction to the module. To learn more about the subject matter of each module, teachers need to read the overview at the beginning of each section and then read three short vignettes and answer questions about them. The overview also includes a section relating the subject of the module to the teacher's experiences as an adult.

The pre-training assessment. As with the overall self-assessment at the beginning of the training, teachers will assess how frequently they practice basic skills related to the functional area covered by the module. They will then identify three to five skills they want to improve or topics they want to know more about, and will discuss their assessment with you.

Learning activities. Each module includes four to seven learning activities that will take three to five weeks to complete. Each activity begins with written material explaining the

objectives of the activity and providing information about it. After reading the material, teachers are asked to apply it to their work with children. This may involve responding to questions, trying out suggestions in the reading, or observing and documenting children's interactions. After completing each learning activity, teachers must arrange a feedback conference with you to discuss the activity.

Summarizing progress. After completing all the learning activities, teachers will review their answers to the pre-training assessment and write a brief summary of what they have learned since beginning the module. They will then meet with you to review their progress and to verify that they have successfully completed the learning activities. You should then schedule a date for the assessments.

Module assessment. *Caring for Preschool Children* includes two kinds of assessments for each module: a knowledge assessment and a competency assessment. (The assessments for each module are included in Chapter III of this guide.)

- The *knowledge assessment* is a paper-and-pencil exercise that tests the teacher's knowledge of the concepts presented in the module. Teachers take this test in your presence and must achieve a score of at least 80%. If a teacher fails to achieve this score, you should note which answers were wrong and suggest that the teacher review or repeat the appropriate learning activity and then retake the test.

- The *competency assessment* is an activity that teachers are asked to plan and implement in order to demonstrate their skill in a particular area. You need to observe the teacher carrying out the activity with children, discuss the activity with the teacher, and determine whether the criteria for successful completion were met. After teachers have successfully completed the learning activities and the assessments, you should sign off for that module on their individual tracking forms and on your center tracking form.

The Feedback Conference

Feedback conferences between you and the teachers are crucial to the success of *Caring for Preschool Children*. The conferences take place many times during the training. The first one takes place at the beginning of the program to develop the individual training plan. Then there are several conferences while teachers are working on each module: after the pre-training assessment, after each learning activity, after summarizing progress on the module, and after the assessment process.

Feedback conferences are particularly important because of the self-instructional nature of the training program. They give you regular contact with teachers. They provide an opportunity to answer teachers' questions, to offer support for teachers preparing for learning activities, to make suggestions and hear teachers' concerns about their progress, to reinforce new skills and help teachers recognize how much they have learned, and to help teachers repeat activities they may have misunderstood the first time.

Feedback conferences may be as short as 10 minutes or may take longer, depending on how much feedback and support teachers need. Modules with more learning activities will take more of your time. Try to schedule a feedback conference for *each* learning activity before the teacher goes on to the next one. You want to be sure that the teacher has understood the content, and it it always best to discuss responses while they are still fresh in the teachers

mind. In some modules where one learning activity builds on the results of the previous one, a full understanding of each activity is particularly important.

Suggestions for Conducting Feedback Conferences

In *Caring for Preschool Children,* teachers take the initiative in scheduling a time to meet with you. They will ask for a meeting after completing the overview section or one of the learning activities in a module. When you are working with several teachers on the same module, the decision on when to meet should be a joint one, because everyone will have to be at the same point in the module at the same time.

You might post a schedule of times when you are free to meet with staff and encourage teachers to sign up when they are ready. Here are suggestions for conducting feedback sessions; you will need to adapt these guidelines to your own style of training and what you know about each teacher.

- **Review the teacher's responses in each learning activity ahead of time** to prepare for the conference. This is especially important for learning activities for which you may have to give feedback on inappropriate responses. You should consider carefully how to approach the session so that your comments are constructive and do not discourage a teacher from trying harder.

- **Start the conference with an open-ended question,** such as "how did you feel about this activity?" or "were you surprised by anything you read?" Take a few minutes to discuss each teacher's responses to your questions.

- **Ask questions to determine the level of difficulty,** such as:
  "Were some parts of the activity easier than others?"
  "Were there any problem areas for you?"
  "Was anything unclear or confusing?"

- **Express support for accurate, appropriate responses.** For example: "I like the way you phrased this. You told him clearly what you expected, but you were careful to show him you understood his feelings."

- **Relate the teacher's responses to information in the text:** "You clearly understood what is discussed in the reading about handling challenging behaviors."

- **Ask questions about inappropriate responses.** Rather than simply correcting these responses, help the teacher think through why a response is inappropriate and what affect it might have on a child. For example:
  "What do you think is behind the child's behavior? Why might she be acting in this way?"
  "What do you want to see happen?"
  "What message would this statement give to the child?"

- **Help the teacher arrive at a more appropriate response.** You might say, "Let's look back at the text and see if there's another way to phrase

this so that it still accomplishes your goals but doesn't make the child feel bad."

Remember that the underlying goal of the feedback conference is to enhance a teacher's skills and knowledge. If a teacher has not understood the information presented in the module, you should use the feedback conference to help explain the information and promote understanding. The suggestions for extending learning (included with the charts presented in the next section) may identify other strategies you can use to help teachers develop competency in a particular functional area.

What Teachers and Trainers Do in Each Module

The following charts indicate what teachers and trainers do in each learning activity in the 13 modules. Individual teachers and trainers of course have different styles and different kinds of interactions. Thus, these charts do not represent hard-and-fast rules to be followed inflexibly. Rather, they show what teachers are required to do in each learning activity and suggest constructive ways in which trainers can support teachers throughout the program. Each chart is followed by suggestions for extending learning. When a strategy involves center policies or procedures, trainers are advised to discuss the recommendation with the center director.

Module 1: Safe

LEARNING ACTIVITY	WHAT TEACHER DOES	WHAT TRAINER DOES
Overview and Pre-Training Assessment	Read about safety and teacher competence. Write brief responses to situational safety questions. Write brief responses about personal experience in safety. Complete pre-training assessment.	Review your written observations of teacher. Review teacher's responses to situational and personal experience questions. Discuss pre-training assessment and validate where possible with your written observations.
I. Using Your Knowledge of Child Development to Keep Children Safe	Read about typical behavior of preschool children. Write examples of how teachers can keep children safe.	Review examples recorded by teacher. Suggest other ways you have seen teacher ensure children's safety. Encourage teacher to add to the chart as s/he completes the remaining learning activities.
II. Creating a Safe Environment for Children	Read about creating a safe environment. Record observations of a child and note potential dangers in the environment. Examine toys in the room to identify unsafe materials. List unsafe materials and write changes that need to be made. Make changes in unsafe materials.	Review teacher's observation notes and discuss what potential dangers were identified. Help teacher plan for needed changes. Discuss any materials that teacher feels are unsafe and what steps s/he plans to take.

LEARNING ACTIVITY	WHAT TEACHER DOES	WHAT TRAINER DOES
III. Maintaining a Safe Environment for Children	Use an indoor and outdoor checklist to assess the safety of the environment. List items needing attention and steps to take to improve the safety of the environment. Make changes in the room and schedule daily and monthly safety checks.	Review the completed safety checklists for accuracy and discuss them with teacher. Ask teacher what other methods s/he uses to ensure that the environment is safe. Review Safety Improvement Plan and discuss with teacher. Check back with teacher to note when changes have been made in the environment.
IV. Knowing and Following Emergency Procedures	Read about how to handle emergencies and provide first aid. Review the center's emergency procedures and answer questions about what to do in an emergency. Discuss with supervisor questions about center emergency procedures.	Review teacher's answers to the questions and discuss any items that need clarification. Encourage teacher to practice emergency procedures on a regular basis. Provide additional resources and training if teacher feels a need to learn more about this topic.
V. Ensuring Children's Safety Away from the Center	Read about providing for children's safety when walking near traffic and on field trips. Record the center's policy and procedures on protecting children away from the center; identify other ways to ensure children's safety.	Review teacher's answers to the questions on center policy and procedures. Help teacher learn to use simple and positive language when discussing dangerous situations with children.

LEARNING ACTIVITY	WHAT TEACHER DOES	WHAT TRAINER DOES
VI. Helping Children Learn to Keep Themselves Safe	Read about the importance of good supervision in preventing accidents. Work with children to develop safety rules for one indoor or outdoor activity area. Write brief responses to questions about this safety activity.	Help teacher plan the safety discussion with children if they request it. If possible, observe teacher conducting this activity and provide feedback. Discuss teacher's responses to the questions.

Ways To Extend Learning

Staff Meetings/Workshops

- Have teachers kneel on the floor to view the environment from the perspective of the children and then discuss the experience, noting potential hazards that they discovered.
- Brainstorm with teachers on ways to make the safety checklist more relevant to the center.
- Provide opportunities for teachers to role-play how to respond in different emergency situations.

Resources

- Keep a record of items discovered to be potentially dangerous and how they were taken care of at the center. This will provide teachers with an additional awareness of things to look for in the environment.
- Obtain information on safety from the American Academy of Pediatrics and suggest ways to share the information with parents.
- Obtain free posters and brochures on emergencies from your local Red Cross and encourage teachers to use them.
- Distribute information about safety training courses offered in the community such as Red Cross workshops; encourage teachers to attend.

Procedures

- Develop and implement a center-wide schedule for ongoing inspections of the rooms for safety.
- Have teachers record safety limits for each activity area and post them in their rooms.

Module 2: Healthy

LEARNING ACTIVITY	WHAT TEACHER DOES	WHAT TRAINER DOES
Overview and Pre-Training Assessment	Read about health, nutrition, and teacher competence. Write brief responses to situational health questions. Write brief responses about personal health and nutrition. Complete pre-training assessment.	Review your written observations of teacher. Review teacher's responses to situational and personal experience questions. Discuss pre-training assessment and validate where possible with your written observations.
I. Using Your Knowledge of Child Development to Promote Good Health and Nutrition	Read about typical behaviors of preschool children. Write examples of how teachers can ensure children's good health and nutrition.	Review examples recorded by teacher. Describe other ways you have seen teacher ensure children's good health and nutrition. Encourage teacher to add to the chart as s/he completes the remaining learning activities.
II. Maintaining an Environment That Promotes Wellness	Read about ways to create a hygienic environment and recognize symptoms of illness in preschool children. Use a health checklist to assess the environment. List items that need improvement and what precautions are necessary. Make hygiene changes listed.	Review teacher's completed checklists for accuracy. Discuss changes that teacher wants to make. Guide teacher to add other items you think could be improved.

LEARNING ACTIVITY	WHAT TEACHER DOES	WHAT TRAINER DOES
III. Helping Children Develop Good Health Habits	Read about how to model good health habits and conduct health education activities. Write a plan and conduct a small group activity to teach children about health. Record what s/he did and how to do it differently next time. Discuss with colleagues how to provide health education activities throughout the year.	Collect and share materials teacher can use to plan health education activities. If possible, observe teacher implementing the health education activity. Help teacher plan to follow up on the activity.
IV. Helping Children Develop Good Nutrition Habits	Read about family-style eating and goals for nutrition education. Review "Dietary Guidelines for Americans." Write a plan and implement a cooking experience for a small group of children. Write an evaluation of the activity. Discuss with colleagues how to provide nutrition education activities throughout the year.	Let teacher know you will assist in collecting resources and needed food items for this activity. If possible, observe teacher implementing the food preparation activity. Discuss the written plan and experience with teacher.
V. Recognizing and Reporting Child Abuse and Neglect	Read about how to recognize the signs of child abuse and neglect. Record observations of two children to identify typical behaviors of these children. Read the center's policy and procedures on child abuse and neglect reporting. Write brief responses about center procedures for reporting suspected abuse or neglect.	Discuss teacher's written observations of two children and compare how they are different. Ensure that teacher has a copy of the program's policy and procedures for reporting suspected child abuse and neglect. Discuss teacher's responses to the questions.

Ways To Extend Learning

Staff Meetings/Workshops

- Have teachers review the center's menus and recommend changes, if necessary, to ensure that foods served to children are high in nutrients and low in fats, salt, and sugar.
- Invite teachers to share the health and nutrition education activities that they have tried and the materials they used.
- Serve snacks at a staff meeting or workshop that are high in nutrients and low in fats, salt, and sugar. Discuss how teachers can model good nutrition practices by improving their own eating habits.

Resources

- Keep a file of recipes for teachers to use in planning food preparation activities with children. Conduct a "make-and-eat" workshop in which teachers convert recipes to picture cards and prepare and eat the foods made.
- Organize a collection of resources on child abuse prevention. Work with teachers to plan and implement family support activities at the center.

Classroom Assistance

- Record instances of good health practices in the center and practices that need improvement. Encourage the center director to use these examples for discussion during a staff meeting, and develop a plan for making the center more hygienic.
- Eat with the children and model ways to make meal times enjoyable and relaxed.

Module 3: Learning Environment

LEARNING ACTIVITY	WHAT TEACHER DOES	WHAT TRAINER DOES
Overview and Pre-Training Assessment	Read about the outdoor and indoor learning environment and about teacher competence. Write brief responses to situational questions about organizing the environment for play and exploration. Write brief responses about positive and negative personal experiences of shopping in stores. Complete pre-training assessment.	Review your written observations of teacher and her/his learning environment. Review teacher's responses to situational and personal experience questions. Discuss pre-training assessment and validate where possible with your written observations.
I. Using Your Knowledge of Child Development to Create a Good Learning Environment	Read about typical behaviors of preschool children. Write examples of how teachers can create an appropriate and effective learning environment.	Review examples that teacher has recorded. Identify additional ways teacher has organized the indoor and outdoor environment to support children's growth and learning. Encourage teacher to add to the chart as s/he completes the remaining learning activities.
II. Establishing Interest Areas	Read about creating indoor and outdoor interest areas. Review two floor plans and write brief comparisons of the strengths and weaknesses of each one. Draw a plan of the indoor or outdoor area as it is now and redraw a new arrangement to make the environment more effective. Discuss the floor plans with colleagues who use the same space, and decide on changes to be made.	Discuss how teacher evaluated the weaknesses and strengths of each floor plan. Review teacher's plans to improve the indoor or outdoor environment. Offer to provide support in defining interest areas.

LEARNING ACTIVITY	WHAT TEACHER DOES	WHAT TRAINER DOES
III. Selecting and Organizing Materials	Read about how to select appropriate materials and how to organize and display them. Complete a checklist on what materials are in each interest area, indoors and outdoors. List materials that teacher wants to add to each area, and write a plan to organize and display them.	Review the checklists that teacher has completed. Discuss the materials that teacher wants to add and how they will be displayed. Identify items that you can help obtain. Involve teacher in proposing new purchases to center director.
IV. Shaping the Messages Your Learning Environment Gives to Children	Read about messages that children can receive from the arrangement of the environment. Complete chart identifying messages in teacher's environment and new ideas to try. Discuss changes with colleagues and agree on changes that teacher will make. Make changes to the environment and note how children react.	Review teacher's ideas and guide teacher to add to the list if necessary. Offer to assist in obtaining materials that teacher may need to make additional changes. Discuss changes that teacher has made and how children have reacted to changes.
V. Planning Routines and the Daily Schedule	Read about how to plan a schedule and daily routines that meet the needs of preschool children. Write a brief analysis of why the sample schedule is appropriate. Compare the schedule to the guidelines; write proposed changes and discuss with colleagues. Plan and implement transition activities.	Review the daily schedule that teacher follows and discuss how it is working and whether changes are needed. Observe transition times and assist teacher with difficulties.

Ways To Extend Learning

Staff Meetings/Workshops

- Show the filmstrip *Room Arrangement as a Teaching Strategy*, and discuss what ideas teachers would like to try to improve their indoor learning environments.

- Plan a parents' meeting at which teachers can talk about how they have set up the environment for children. Decide which topics to emphasize:

  - messages in the environment;
  - how the environment promotes active learning; or
  - how children learn to take care of the environment.

  Help teachers organize and present the information to parents.

Resources

- Collect materials teachers need to make labels for the classroom: clear and solid color contact paper, poster board, construction paper, permanent markers, glue.

- Maintain an organized storage area for materials so that staff can rotate what they put out on a regular basis.

Classroom Assistance

- Help teachers organize an orderly, attractive environment by suggesting new arrangements, helping make labels, and providing needed materials.

- Assist teachers in collecting props for dramatic play and in making and finding storage for prop boxes.

Module 4: Physical

LEARNING ACTIVITY	WHAT TEACHER DOES	WHAT TRAINER DOES
Overview and Pre-Training Assessment	Read about gross and fine motor physical development and about teacher competence. Write brief responses to situational questions about promoting physical development. Write brief strategies to improve teacher's posture and movement and to change environment or schedule to avoid sore adult backs and limbs. Complete pre-training assessment.	Review your written observations of teacher. Review teacher's responses to situational and teacher posture/ movement questions. Discuss pre-training assessment and validate where possible with your written observation.
I. Using Your Knowledge of Child Development to Promote Children's Physical Development	Read about the physical development typical of three-, four-, and five-year-olds. Write examples of how teachers can promote children's physical development.	Review examples recorded by teacher. Identify other ways teacher has demonstrated skill in promoting children's physical development. Encourage teacher to add to the chart as s/he completes the remaining learning activities.
II. Observing and Planning for Children's Gross Motor Development	Read about age-appropriate gross motor development. Write a plan for a variety of gross motor activities. Read about methods of encouraging gross motor activities. Record observations of two children, identifying their gross motor skills.	Review and discuss gross motor skills chart. Review and discuss teacher's observations of gross motor skills. Suggest gross motor activities that teacher can try with each child teacher observes.

LEARNING ACTIVITY	WHAT TEACHER DOES	WHAT TRAINER DOES
III. Observing and Planning for Children's Fine Motor Development	Read about age-appropriate fine motor development. Record observations of two children, identifying their fine motor skills used. Write plans for activities that would be appropriate for each child's skills.	Review and discuss teacher's observation of fine motor skills. Suggest additional activities teacher can try with each child teacher observes. Review and discuss fine motor skills chart.
IV. Creating an Environment That Promotes Physical Development	Read about why it is important for children to feel confident and reassured as they develop gross and fine motor skills. Review examples of physical activities in various interest areas. Complete a chart identifying fine and gross motor skills for two children in the group. Select interest area and learning materials for each child to develop or practice each physical skill. Discuss written plan with colleagues who use the same space.	Review and discuss chart and give teacher suggestions for activities and materials. Help teacher design activities for fine and gross motor skills for each interest area. Assist teacher in creating or expanding spaces for exploration and in developing learning materials for physical skill development.
V. Helping Children Develop a Strong Self-Concept Through Physical Development	Read about how physical development is an important factor in social and emotional development. List physical activities and materials that can help children develop a sense of confidence and self-esteem. Record ways of talking with children to promote self-esteem.	Review teacher's responses and give suggestions if needed. Discuss individual children with teacher and develop ideas together. Help teacher identify self-help skills that children can use as they assist with routines such as preparing for meals, dressing, and cleaning up.

Ways To Extend Learning

Staff Meetings/Workshops

- Work with a group of teachers to develop checklists for gross and fine motor skills for the center. Encourage the center director to make the checklists part of the program's observation and recording system.

- Plan and conduct a "messy activities" workshop in which teachers play as children would. Include activities such as woodworking, fingerpainting, water play, and outdoor mural painting. Discuss the small muscle skills that children develop through these activities.

- Do role playing with teachers so they can practice ways to encourage children to try new skills. Have two teachers be children engaged in an activity while a third teacher provides encouragement. Switch roles so everyone is the teacher and discuss how the encouragement felt.

- Have teachers do a scavenger hunt in their classrooms. Pair up teachers and have them find as many materials as they can that promote fine or gross motor skills development. Have them discuss why the material develops fine or gross motor skills and what the next level of skill would be.

Classroom Assistance

- Arrange a time to observe specific children and document for teachers the fine and gross motor skills that children are acquiring.

- Observe any children teachers are concerned about—children who seem to have unusual delays in fine or gross motor skills. Discuss your observations with the teachers and center director. Encourage the center director to arrange for professional follow-up if necessary and to involve the family in planning for the child.

- Document ways in which teachers convey positive messages to children. Share your observations at a staff meeting to validate teachers' positive messages.

Module 5: Cognitive

LEARNING ACTIVITY	WHAT TEACHER DOES	WHAT TRAINER DOES
Overview and Pre-Training Assessment	Read about cognitive development and teacher competence. Write brief responses to situational questions about promoting children's cognitive development. List four factors that have helped teacher be successful in a personal learning experience. Complete pre-training assessment.	Review your written observations of teacher. Review teacher's responses to situational and personal experience questions. Discuss pre-training assessment and validate where possible with your written observations.
I. Using Your Knowledge of Child Development to Promote Children's Cognitive Development	Read about the cognitive development typical of preschool children. Write examples of how teachers can promote children's cognitive development based on what children do.	Review examples recorded by teacher. Identify other ways teacher has shown s/he knows how to promote children's cognitive development. Encourage teacher to add to the chart as s/he completes the remaining learning activities.
II. Helping Children Learn to Make Sense of the World	Read about how children make sense of their world. Record observations of children and write examples of how they develop thinking skills.	Review and discuss teacher's observations. If possible, observe in the classroom, listening to what children are saying. Share examples with teacher of how children are expanding their thinking. Reinforce and praise new skills that teacher has acquired.

LEARNING ACTIVITY	WHAT TEACHER DOES	WHAT TRAINER DOES
III. Promoting Children's Thinking Skills	Read about the development of thinking skills and how table toys and blocks can help. Record observations of children demonstrating the five thinking skills; write what the observer/ teacher said to promote thinking and learning.	Review chart with teacher. Give praise and suggestions for ways to further expand thinking and learning skills. Help teacher select developmentally appropriate materials.
IV. Using the Physical Environment to Promote Cognitive Development	Complete planning chart to organize the classroom to help children develop concepts and skills. Discuss plan with trainer. Read about materials that can be used to promote cognitive development. Select new materials and observe how children use them. Write a brief report about children's use of new materials.	Review chart with teacher and discuss ideas. Suggest other arrangements s/he might try. Review and discuss teacher's observations of children using the materials. Assist teacher in selecting an appropriate new material. If possible, observe in classroom and provide feedback on new arrangements.
V. Helping Children Learn to Solve Problems	Read about the importance of helping children develop problem-solving skills. Focus on one indoor or outdoor area, record interactions with children, and write open-ended questions used to promote problem solving. Discuss written observations with trainer. Repeat observation activity and once again discuss with trainer.	Review first observation chart. Discuss your observations. Give praise as well as suggestions to teacher. If possible, observe teacher and document questions that teacher asks to share. Review second observation chart and give feedback on improvements in identifying open-ended questions.

LEARNING ACTIVITY	WHAT TEACHER DOES	WHAT TRAINER DOES
VI. Planning Activities That Promote Cognitive Development	Read about planning activities that promote cognitive development. Select an activity from a resource book. Collect materials for selected activity and record planning steps for activity. Try out activity with a small group of children. Record results of the activity. Record observations related to activity and how it was reinforced a week later.	Provide resource books. Provide support to teacher in planning or gathering materials for an activity. Observe teacher conducting the planned activity, if possible. Review the activity with teacher and provide positive feedback and suggestions to further extend learning.

Ways to Extend Learning

Staff Meetings/Workshops

- Show and discuss Part II of the filmstrip *Room Arrangement as a Teaching Strategy*.
- Help teachers collect scrap materials and "beautiful junk." Plan a "make-a-toy" workshop in which parents and teachers can work together to make new toys for the center.
- Have teachers practice asking open-ended questions. Display interesting learning materials and have teachers list appropriate questions that would extend learning.
- Review "Introducing New Ways to Use Toys." Have each teacher choose a material, make up a new way to use it, and share the new method with the group.

Resources

- Make collections (buttons, keys, bottle caps, plastic bread ties) and encourage teachers to play and use them with children.
- Keep a file box with examples of things children say that show how they are learning to think. Use these examples for a discussion of how children are making sense of their world.

- Alert the teachers and center director to good opportunities for extending learning (a construction project near the center, a ship docking in the harbor); share them with children.

Classroom Assistance

- Model ways of asking questions to extend children's thinking.
- Keep a log of questions that you hear children ask. This will provide teachers with real-life examples for practicing responses that promote thinking.

Module 6: Communication

LEARNING ACTIVITY	WHAT TEACHER DOES	WHAT TRAINER DOES
Overview and Pre-Training Assessment	Read about the development of communication skills and teacher competence. Write brief responses to situational questions about promoting children's communication. Use a checklist to assess teacher's communication skills. Complete pre-training assessment.	Review your written observations of teacher. Review teacher's responses to situational questions. Discuss pre-training assessment and validate where possible with your written observations.
I. Using Your Knowledge of Child Development to Promote Children's Communication Skills	Read about the development of language skills from infancy through the preschool years. Write examples of ways teachers promote communication based on what children do.	Review examples recorded by teacher. Share ways that you have observed teacher promoting children's language development. Encourage teacher to add to the chart as s/he completes the remaining learning activities.
II. Understanding How Children Learn to Communicate	Read about the stages of language development. Read two articles about speech and conversations of young children. Complete a checklist to assess language skills of two children in the group.	If possible, observe in the classroom so you are aware of the children's language development. Review and discuss each item in the language checklist. Ask teacher to give reasons for each answer.

LEARNING ACTIVITY	WHAT TEACHER DOES	WHAT TRAINER DOES
III. Helping Children Develop Communication Skills	Read about the importance of creating an environment that supports communication. Read about methods of serving as a communication model. Write a language development plan for the children observed with the language assessment checklist. Record results after trying out activities/strategies for two weeks.	Review individualized plans for language development based on completed language assessment checklists. If possible, observe teacher implementing the activities planned. Provide feedback to teacher and assist in redesigning or expanding the activity.
IV. Selecting and Using Books with Preschool Children	Using specific criteria, review books in the room. List appropriate books. Identify and write briefly about any problems teacher has had reading stories. Write a plan for trying new ways to read to children; write about the results.	Suggest books, nursery rhymes, and songs for teacher to use with children. Discuss what teacher has written about using books, and offer suggestions for using books more effectively.
V. Preparing Children for Reading and Writing	Read about the foundations for reading and writing and how to select materials that promote literacy. Record observations of the story-reading and writing skills of one child. Complete an assessment of the environment to determine how it can be enhanced to encourage children's interest in reading and writing.	Review and discuss information on the foundations of reading and writing. Discuss teacher's observations and add information from your own observations of the child. Review the assessment of the environment for literacy. Assist teacher in designing activities, props, or learning areas that promote literacy.

Ways to Extend Learning

Staff Meetings/Workshops

- Work with a group of teachers to develop a communication skills checklist for the center. Encourage the center director to make the checklist part of the program's observation and recording system.

- Plan and conduct a workshop for teachers on ways to expand children's communication through recall questions (e.g., "Tell me about...") and questions that promote convergent, divergent, and evaluative thinking (e.g., "How are these things the same or different," "What might happen if...," "How do you feel about...").

Resources

- Set up a book-lending library so teachers can exchange books and share them with parents.

- Work with teachers to develop a handout for parents outlining the foundations for reading and writing and explaining activities that can be done at home to develop those skills.

- Make a collection of props (food containers, vehicles, etc.), signs (public service announcements, travel publicity), and picture books with writing in languages other than English. Invite teachers to examine them and discuss the children's possible reactions to them. Let teachers use them in the classroom and discuss how the children actually reacted.

Classroom Assistance

- Ask teachers if you can tape-record them during the day so that they can hear how they talk to children. Listen to the tape together and discuss ways to expand on methods for promoting communication skills.

- Have teachers identify children who may be experiencing a speech or language delay. Work with them to develop enrichment activities. Encourage the center director to make a referral if necessary and to involve the family in planning for the child.

Module 7: Creative

LEARNING ACTIVITY	WHAT TEACHER DOES	WHAT TRAINER DOES
Overview and Pre-Training Assessment	Read about creativity and teacher competence. Write brief responses to situational questions about promoting children's creativity. Write brief responses to creative thinking exercises. Complete pre-training assessment.	Review your written observations of teacher. Review teacher's responses to situational questions and creative thinking exercises. Discuss pre-training assessment and validate where possible with your written observations.
I. Using Your Knowledge of Child Development to Promote Children's Creativity	Read about children's creative development from infancy through the preschool years. Write examples of how teachers can promote children's creativity based on what children do.	Review examples teacher has recorded. Share your observations of instances when you saw teacher promoting creativity in children. Encourage teacher to add to the chart as s/he completes remaining activities.
II. Understanding How Children Learn to Communicate	Read about how to respond to children's ideas and use open-ended questions to encourage creative thinking. Practice using questions that can promote creativity, and record the results.	Review the activity record and assist teacher in expanding her/his use of questions. If possible, tape-record teacher's conversations with children. Listen to tape together and note use of open-ended questions. Help teacher rephrase questions so they are open-ended. Help teacher learn how to talk to children about their work. Note when you hear teacher describe for a child what he or she has done; for example, "you covered the whole piece of paper with paint."

LEARNING ACTIVITY	WHAT TEACHER DOES	WHAT TRAINER DOES
III. Providing a Variety of Music and Movement Experiences	Read about how music and movement experiences provide opportunities for creative expression. Make written plans, implement them, and evaluate one music and one movement activity.	Review teacher's movement activity plan and discuss how it went and what s/he would do differently. Discuss the variety of ways music can be used in the classroom, and suggest or model alternatives. Help teacher feel comfortable singing in the room, making up songs, etc., by demonstrating these skills in your work.
IV. Providing a Variety of Art Experiences	Read about developmental stages of children's art. Review how to plan for a variety of art activities. Observe and record one child's art activities. Make a written plan, implement it, and evaluate an appropriate art activity for the child observed.	Review the observation completed on one child and ask teacher what s/he learned about the child's skills in art. Discuss the art experience teacher planned, what happened, whether it matched the level of child observed, and how s/he encouraged creativity. Help teacher collect, store, and use art materials.
V. Using Sand and Water to Promote Creativity	Read about why sand and water activities appeal to children. Read about how to plan for sand and water activities in the classroom. Make a written plan, implement it, and evaluate a sand or water experiment.	Review the planned activity and provide feedback. Assist teacher in integrating sand and water activities into the classroom. While in classroom, get involved in a sand or water activity to model participation and interaction techniques. Assist in cleaning up after a messy activity; model ways to allow children to participate in clean-up—sweeping, using a mop, etc.

Ways to Extend Learning

Staff Meetings/Workshops

- Role-play with teachers how to explain to parents that young children are interested in the *process* of creating more than the product.
- Conduct a hands-on workshop and have teachers experience the fun and creativity of different art, sand, and water activities. Encourage the center director to schedule a similar workshop for parents. It's fun, and participants realize that the mess is worth the effort.
- Have teachers teach each other their favorite children's song or movement activity. Have everyone sing along.

Resources

- Identify resources in the center library that can be used to find new creative activity ideas.
- Help teachers put together a prop box to extend play in the sand or water areas. For example, to extend play at the sand table you might collect some small trucks, small farm animals, fences made from popsicle sticks, and so on.

Procedures

- Ask teachers to keep records of each child's creative activities. Paintings and drawings can be saved, as can photographs of block structures or play dough creations. Encourage teachers to write examples of the child's creative thinking or problem solving. These records can be reviewed periodically to prepare for a parent conference or to assess the child's development.
- In a "teacher" area of the center—workroom, break room, coat room , even bathroom—put up an attractive display of a variety of children's creations.

Module 8: Self

LEARNING ACTIVITY	WHAT TEACHER DOES	WHAT TRAINER DOES
Overview and Pre-Training Assessment	Read about self-esteem and teacher competence. Write brief responses to situational questions about building self-esteem. Write brief responses about a personal school experience that helped build self-esteem. Complete pre-training assessment.	Review your written observations of teacher. Review teacher's responses to situational questions. Discuss pre-training assessment and validate where possible with the personal experience teacher wrote about and with your written observations.
I. Using Your Knowledge of Child Development to Promote Children's Self-Esteem	Read about Erikson's stages of emotional development and typical behaviors of preschool children. Write examples of how teachers can build children's self-esteem based on what children do.	Review examples teacher has recorded. Help teacher add to the list by describing situations you have observed where the teacher enhanced children's self-esteem. Encourage teacher to add to the list as s/he completes the remaining learning activities.
II. Getting to Know Each Child	Read about the importance of observing children. Observe a child for five to ten minutes and make a written record of what the child does and says and his/her facial expressions. If possible, repeat observation activity with same child. Plan to observe each child in class over next few weeks. Discuss observations with a colleague who cares for these children; also, discuss how to use this information in working with the children.	Review and discuss observation record(s). Stress how quickly interests, strengths, and needs change during the year; observation must be an ongoing practice. Encourage teacher to use class roster or a calendar to track observations of each child in class over next few weeks.

LEARNING ACTIVITY	WHAT TEACHER DOES	WHAT TRAINER DOES
III. Responding to Each Child as an Individual	Read about responding to each child as an individual. Observe one child over a five-day period, taking brief notes "on the spot" and completing an observation summary. Use observation to develop strategies for building child's self-esteem.	If possible, observe the same children teacher has observed. Review observation summary with teacher and assist her/him in designing activities that increase the child's self-esteem.
IV. Helping Children Deal with Separation	Read about how children often react when separating from parents. Observe two children and complete questions regarding those children's strategies for coping with separation from their families.	Review and discuss the observation. Assist teacher in developing effective strategies for dealing with separation. Help teacher understand that a child's feelings about separation arise throughout the day, not just when parents drop off the child and pick him/her up.
V. Using Caring Words That Help Build Self-Esteem	Read an article on children's self-esteem. Review examples of the use of caring words. Practice using caring words; complete a record of this practice.	Acknowledge teacher's use of caring words; some teachers may need a lot of encouragement and feedback as they begin to use caring words. Offer feedback and model use of caring words. Discuss teacher's record of practicing caring words. Encourage teacher to make a sign listing caring words and display it in the classroom as a reminder.

LEARNING ACTIVITY	WHAT TEACHER DOES	WHAT TRAINER DOES
VI. Providing the Right Kind of Support for Children	Read about the importance of knowing each child so you can respond in appropriate ways. Write a plan for a new activity or routine as well as predictions of how children will react, using knowledge of each child's strengths, needs, and temperament. Discuss completed plan and predictions with a colleague who also works with these children.	Review the new activity teacher planned and how s/he expected children to react; discuss the activity and provide feedback. If teacher has difficulty predicting how children will react, suggest thinking of past situations where a routine has changed or a new material was introduced. Have teacher think of the variety of ways s/he currently supports children.
VII. Providing an Environment That Builds Self-Esteem	Read about ways that children's self-esteem is enhanced by using materials in the environment. List five toys or materials s/he used in the room, what children do with the materials, and how this builds self-esteem.	Review chart and suggest additions. Suggest focusing on what one child does, if teacher has difficulty stating what children do with an object; have teacher give the object to a second child to observe similarities and differences. Encourage teacher to discuss completed observation chart with a colleague.

Ways to Extend Learning

Staff Meetings/Workshops

- Discuss materials that teachers would like to see added to the classroom. These materials should offer greater challenges, allow children to use skills that aren't being used, or provide greater variety. Prioritize the list to be used in planning future purchases.
- Conduct a workshop on observation skills and provide opportunities for teachers to practice these skills through role play.

- Invite teachers to share their observations of a child with low self-esteem. Brainstorm a list of ideas for helping this child develop a more positive self-concept.

Procedures

- Encourage the center director to set up a place where teachers can keep a folder on each child with notes on their observations and samples of each child's work.

- Post signs in each room to remind staff of the words they can use to encourage self-esteem.

Module 9: Social

LEARNING ACTIVITY	WHAT TEACHER DOES	WHAT TRAINER DOES
Overview and Pre-Training Assessment	Read about social development and teacher competence. Write brief responses to situational social development questions. Write about specific social skills modeled at the center by teacher and colleagues. Complete pre-training assessment.	Review your written observations of teacher. Review teacher responses to situational questions. Discuss social skills identified by teacher and validate where possible from your own experience at the center. Discuss pre-training assessment and validate where possible from your written observations.
I. Using Your Knowledge of Child Development to Promote Children's Social Development	Read about the development of social skills in the first five years of life. Write examples of how teachers can promote social development based on what children do.	Review examples that teacher has recorded on the chart. Point out examples you noted when the teacher effectively promoted social development. Encourage teacher to add new examples to the chart as s/he completes the remaining learning activities.
II. Promoting Children's Play	Read about the importance of children's play, especially dramatic play. Observe the dramatic play of children and write a description of it. Record examples of social skills being developed during play. Write a plan, implement it, and evaluate an activity that extends children's play.	Discuss articles on dramatic play and answer any questions. Review completed observation forms; discuss other ways to extend play, and offer suggestions on methods that didn't work. Help teacher think of new props that extend children's play. Discuss the idea of building on children's interests for an extended period of time.

LEARNING ACTIVITY	WHAT TEACHER DOES	WHAT TRAINER DOES
III. Creating an Environment That Supports Children's Social Development	Read about how the environment supports and encourages children's social development. Write brief description of classroom space for child to be alone and/or observe other children at play. Write suggestions for changing the learning environment. Read about prop boxes. Create a prop box, record the contents on a form, try it in the classroom, and evaluate the results. With the trainer, begin writing two plans for other prop boxes.	Offer to assist teacher in collecting items for prop boxes; encourage teacher to involve families in collecting props. Review and discuss classroom description and written suggestions for change. Discuss completed prop box plan and report; offer suggestions on how to extend the play. Encourage teacher to create prop boxes that relate to the unique qualities of the community or cultures represented in the classroom.
IV. Helping Children Learn Caring Behaviors	Read about how to recognize and encourage caring behaviors in children. List examples of how children demonstrate caring behaviors. Discuss this activity with a colleague who also cares for these children.	Review observation summary and discuss ways to further encourage caring behaviors. Share ways you have observed teacher encourage children to help others.
V. Helping Children Relate Positively to Others	Read about teacher's role in helping all children (especially shy or aggressive children) make friends. Observe and record behaviors of a child who needs help learning to make friends. Write a plan and try out strategies for helping this child.	If possible, observe in classroom and prepare to discuss children who may be having trouble making friends. Review teacher's observation, plan and results; offer feedback and suggestions. Encourage teacher to keep trying different techniques with children who are having difficulty, and check back with teacher periodically on children's interaction.

Ways to Extend Learning

Staff Meetings/Workshops

- Invite teachers to share at a staff meeting the prop boxes they made and to describe how the children used the props.
- Offer a workshop on the stages of normal social-emotional development.
- Provide a workshop or discussion group for parents that highlights the social-emotional growth of children.

Resources

- Provide information to teachers on how to refer a child who seems to be experiencing severe problems.
- Share resources in the library and books for children on social development.
- Identify special-interest prop boxes, such as crutches, wheelchairs, braces, and so on. Discuss how questions about these props may be answered.

Procedures

- Create a support group for teachers to discuss children who are having problems. Encourage them to try new approaches to helping these children.
- Suggest that teachers go to the library to find books for children about caring behaviors.

Module 10: Guidance

LEARNING ACTIVITY	WHAT TEACHER DOES	WHAT TRAINER DOES
Overview and Pre-Training Assessment	Read about guidance and teacher competence. Write brief responses to situational questions about encouraging self-discipline and expressing feelings in acceptable ways. Write brief responses about personal self-discipline. Based on a personal experience with losing self-control, write about what children need to gain self-control. Complete pre-training assessment.	Review your written observations of teacher. Review responses to situational and personal self-discipline questions. Review children's needs that teacher described related to personal experience losing self-control. Discuss pre-training assessment and validate where possible with your written observations.
I. Using Your Knowledge of Child Development to Guide Children's Behavior	Read about typical behavior of preschool children relevant to developing self-discipline. Write examples of how teachers can provide positive guidance based on what children do.	Review examples that teacher has recorded. Point out examples of situations where you saw teacher effectively guide children's behavior in positive ways. Encourage teacher to add new examples to the chart as s/he completes the remaining learning activities.
II. Guiding Children's Behavior	Read about the differences between discipline and punishment and positive guidance approaches. Observe and record one child's behavior. Write a plan of ways to provide positive guidance to the child.	If possible, observe in classroom and give feedback to teacher on positive guidance techniques used. Discuss the differences between discipline and punishment. Review teacher's plan for guiding child's behavior; validate appropriate ones and suggest alternatives for any that are inappropriate.

LEARNING ACTIVITY	WHAT TEACHER DOES	WHAT TRAINER DOES
III. Arranging the Room to Promote Self-Discipline	Consider how room arrangement affects children's behavior. Complete a chart about common behavior problems, environmental factors, and ways to make changes in the environment. Evaluate completed chart and compare to answers provided at end of module. Write a brief analysis of and plan for decreasing problem behaviors by changing the classroom environment. Diagram possible rearrangements. Discuss plan and diagram with a colleague. Try out changes.	Review teacher's completed chart, analysis, and diagrams; reflect on your classroom observations of behavior; and prepare to discuss teacher's analysis and plans. After teacher has made changes, observe in the classroom and assist teacher in analyzing results.
IV. Using Words to Provide Positive Guidance for Children	Read examples of how teachers can respond to problem behavior using positive words. Write plans for guiding children's behavior with positive words.	Read examples that teacher has written and discuss any you feel are inappropriate. Ask, "What would a child be likely to think if you said this?" Acknowledge teacher's progress in using words to provide positive guidance; give specific examples from your observations. Offer suggestions for restating any negative statements you have heard.

LEARNING ACTIVITY	WHAT TEACHER DOES	WHAT TRAINER DOES
V. Setting Rules and Limits	Read about setting limits and how to communicate them. List rules and limits in the room and discuss them with a colleague who also works in the room. Select one rule and write brief responses to questions about the rule.	Review the list of rules and responses to questions. Discuss children's involvement in setting rules and limites. Referring to teacher's list and responses, help teacher recognize and create situations in which children make choices.
VI. Responding to Challenging Behaviors	Read about what children may be trying to communicate by their challenging behaviors. Focus on a child whose behavior is challenging; write a description of the behavior and teacher's response. Write a plan, implement it, and evaluate new response strategies.	Work closely with teacher as s/he develops strategies for handling challenging behaviors; check back regularly to discuss whether the strategies are helping. Help teacher understand and use natural, logical consequences to help children develop self-discipline. Reinforce teacher's use of positive guidance methods to respond to challenging behavior.

Ways to Extend Learning

Staff Meetings/Workshops

- Show the filmstrip *Room Arrangement as a Teaching Strategy*, and discuss how the environment affects children's behavior.
- Provide opportunities for teachers to discuss challenging behaviors with others and brainstorm solutions. Review confidentiality policy in preparation for inevitable discussion of specific children's behaviors.
- Encourage the center director to schedule a parent's meeting where teachers and parents can discuss typical behaviors of children and appropriate positive guidance techniques that can be used at home. Help teachers decide the key ideas to be shared with parents.

Procedures

- Ask teachers to review the classroom rules and rewrite those not written in a positive way.
- Ensure that the center has guidelines for referring a child with possible social-emotional problems to a professional.

Classroom Assistance

- Arrange for teachers to visit other classrooms where teachers are using positive guidance techniques. Ask teachers to record examples, and make time to discuss the observations.
- Make charts of words that you want teachers to use to guide children's behavior in positive ways (Activity IV), and post them in the classroom as reminders.
- Ask teachers if you can tape-record their conversations and interactions with the children. Play back the tape together to identify words used to guide children's behavior. Teachers can use the tape recorder a week later to compare how they have improved.

Module 11: Families

LEARNING ACTIVITY	WHAT TEACHER DOES	WHAT TRAINER DOES
Overview and Pre-Training Assessment	Read about working with families and teacher competence. Write brief responses to situational questions about working with families. Write briefly about similarities/ differences between teacher's family and today's families. Discuss responses with trainer and group of staff members. Complete pre-training assessment.	Review your written observations of teacher. Review responses to situational questions. Discuss pre-training assessment and validate where possible from group meetings, and with your written observations.
I. Developing a Partnership with Parents	Read about information that can be shared among teachers and parents. Read about building partnerships with parents and interaction techniques. Complete a two-week record of daily communications with the parents of one child. Discuss this activity with the child's parents.	Encourage teacher to tell parents that s/he is working on these modules. Observe teacher interacting with parents; give an objective account of what was said and the nonverbal communication that took place. Discuss the major differences in the roles of parents and teacher.
II. Keeping Parents Informed About the Program	Read about communication techniques that can be used to keep all parents informed about life at the center. Write an evaluation of a communication technique presently used, try to improve it, and report on the results.	Read newsletters, memos, etc., that teacher uses; discuss tone, language level, and cultural differences with teacher. Help teacher identify new communication techniques to try. Assist teacher in understanding why some parents may not be participating to the extent desirable.

LEARNING ACTIVITY	WHAT TEACHER DOES	WHAT TRAINER DOES
III. Providing Ways for Parents to Be Involved	Read about strategies for involving parents. Write a plan and implement a strategy; analyze the results and write a plan for follow-up. Discuss the activity with colleagues.	Encourage teacher to ask parents for ideas. Review teacher's written strategy; provide reinforcement and suggestions. Offer to help get supplies if needed. Discuss different types of parent involvement with teacher and help set realistic expectations.
IV. Planning and Participating in Parent-Teacher Conferences	Read about the goals of parent-teacher conferences. Read about how to plan and participate in parent-teacher conferences. Complete two charts summarizing a child's development and suggesting goals for next six months; use these charts during a parent-teacher conference, adding parent's ideas. Write a plan for a parent-teacher conference, implement it, and analyze the results.	If possible, attend a parent-teacher conference and give teacher feedback on the information presented, tone, body language, and overall success of the interaction; discuss teacher's self-evaluation. Help teacher understand that s/he will relate differently to each parent, and assist teacher in practicing several communication techniques. Work with teacher to find solutions to problems s/he has working with families; support all efforts to improve relationship with parents.

LEARNING ACTIVITY	WHAT TEACHER DOES	WHAT TRAINER DOES
V. Reaching Out to Families	Read about methods of providing support to families under stress. Record examples of three parents' requests for help, support, or guidance and how teacher responded.	Review record of requests, offer suggestions, and answer questions teacher may have. Reinforce policies on referral and confidentiality. Discuss ways children express their feelings of stress so teachers can be more observant. Discuss the limits of teacher's role and point out that all problems cannot be solved quickly.

Ways to Extend Learning

Staff Meetings/Workshops

- Lead a discussion on similarities and differences between teacher's families and today's families (from the module overview).
- Offer a workshop on communication techniques.
- Invite past parents to come in and talk about what it was like to be involved in the center, and ask them for suggestions on parent involvement.
- Offer a workshop to help teachers learn more about the various family and staff cultures represented in the center.
- Have teachers role-play a parent conference or handling an angry parent. Have the group provide feedback and additional ideas.

Resources

- Develop a list of community organizations that teachers can use for parent referrals (e.g., hotlines, support groups, etc.).
- Provide information on signs and symptoms of various problems (drugs, abuse, depression, etc.) so teachers are aware of them.

Procedures

- Conduct a survey of all parents to find out what kinds of information they would like to receive from the program and what information about their children they would like to share with the teachers.
- Establish center-wide goals for parent involvement, and develop parent involvement strategies to meet the needs and interests of parents.
- Plan a parent/staff appreciation event such as a potluck supper.

Module 12: Program Management

LEARNING ACTIVITY	WHAT TEACHER DOES	WHAT TRAINER DOES
Overview and Pre-Training Assessment	Read about teacher competence in program management as exercised through observing and recording, working as part of a team, and following administrative policy and procedures. Write brief responses to situational questions about program management. Complete a chart about managing personal daily frustrations. Complete pre-training assessment.	Review your written observations of teacher. Review responses to situational questions. Review completed chart. Discuss pre-training assessment and validate where possible from your own knowledge of center's operations.
I. Using a Systematic Approach to Observing and Recording	Review guidelines for observing children systematically and examples of good and bad observations. Arrange for colleague or trainer to observe child four times at the same time teacher observes, over a two-week period. Observe a child for a two-week period and practice recording observations according to the guidelines. Compare records after each observation. Compare all four observations after two weeks.	Make extra copies of the observation form in the guide for teacher and co-observer. Point out times that teacher can observe children's activities. Observe the same child the teacher observes and compare observations. If you agree to be the co-observer, observe with teacher and discuss each observation. Note examples of teacher's accurate and objective recordings that avoid the use of labels. Assist teacher in rewriting inappropriate recordings.

LEARNING ACTIVITY	WHAT TEACHER DOES	WHAT TRAINER DOES
II. Individualizing Your Program	Read about the value of observations in individualizing the program. Observe two children during a two-week period and record information on their strengths, interests, and needs. Complete an individualization summary for each child, and develop a plan to support each child's growth.	Offer to lead the group while teacher practices observing and recording. Help teacher draw conclusions about children's strengths, interests, and needs. Discuss teacher's plans, how they worked, and what was learned from the experience.
III. Working as a Team to Plan the Program	Read about the importance of planning. Work with colleague to write weekly plans based on children's strengths, interests, and needs. Implement and write an evaluation of the plan. Discuss evaluation and plan with colleague.	Discuss teacher's evaluation of the plan s/he developed and implemented. Help teacher find time to schedule planning meetings; participate in the meetings and provide assistance as needed.
IV. Following Administrative Policies and Procedures	Review center's administrative policies, practices, and procedures to identify reports that need to be completed by teacher. Complete a report schedule and list staff responsibilities.	Obtain center policies and procedures from center director. Advise center director of policies and procedures that are not articulated. Participate with center director in answering questions regarding policies and procedures. Assist with assignment of tasks for completing records and forms. Discuss issues of confidentiality. Help teacher schedule time to complete reports.

Ways to Extend Learning

Staff Meetings/Workshops

- Lead a workshop in which some teachers role-play being children and others can practice observing and recording behaviors.
- Provide materials and time for teachers to make toys that match children's strengths, interests, and needs.
- Plan a workshop on time-management skills.
- Plan a workshop on team building to reinforce the importance of teamwork in caring for children.

Resources

- Offer teachers a variety of observation and recording formats such as time sampling, event sampling, rating scales, and skills checklists. Encourage them to use the format that best meets their needs.
- Purchase, borrow, or make your own videotapes of children in child development programs. Teachers can view these to practice their observing and recording skills.

Procedures

- Organize a group of teachers to review the center's administrative policies, practices, and procedures. Ask them to suggest changes or additions to the documents to make sure they are complete and reflect in a practical way all the center's management functions.
- Encourage center director to provide cabinets, files, and so on where records can be kept safely.

Module 13: Professionalism

LEARNING ACTIVITY	WHAT TEACHER DOES	WHAT TRAINER DOES
Overview and Pre-Training Assessment	Read about stages of professional development and how the competent teacher demonstrates a commitment to professionalism. Write brief responses to situational questions about a teacher's demonstrated professionalism. Write briefly about feelings and aspirations for change in the early childhood profession. Discuss feelings and aspirations with trainer and group of staff members. Complete pre-training assessment.	Review your written observations of teacher. Review responses to situational questions. Review responses about feelings and aspirations. Discuss pre-training assessment and validate where possible from group meeting and with your knowledge of teacher.
I. Assessing Yourself	Write brief responses about individual skills and abilities. Discuss responses with two colleagues and write about what s/he learned in this experience. Read about standards of the child care profession and write a response to one area of interest from NAEYC's *Developmentally Appropriate Practice.*	Supply copies of NAEYC's *Developmentally Appropriate Practice.* Review past observations of teacher and highlight examples of when teacher incorporated her/his own interests into work. Point out children's reactions. Point out other interests and strengths of teacher and suggest how they can be applied to work. Discuss teacher's reactions to the NAEYC's statement.

LEARNING ACTIVITY	WHAT TEACHER DOES	WHAT TRAINER DOES
II. Continuing to Learn About Caring for Children	Read about joining professional organizations and other ways to continue professional growth. List goals for continued learning about child development. Complete a resource chart. Complete short- and long-range plans for professional development.	Review goals and assist in making them a reality. Periodically review progress on reaching goals and provide reinforcement and assistance. Guide teacher to build time for training and skill development into teacher's schedule. Inform teacher of classes, lectures, and conferences to attend.
III. Applying Professional Ethics at All Times	Review information on the ethics of teaching. Write examples of teacher's own professional behavior. Write brief responses to four ethical case studies. Discuss ethical case studies with colleagues.	Plan a time to discuss ethical case studies with a group of teachers working on this module; stress that these are difficult situations and there are no easy answers. Point out examples of ethical behavior of teachers and parents. Continue discussions of issues as they arise. Praise teacher for conscientious work habits and ethical behavior.
IV. Becoming an Advocate for Children and Families	Read about how teachers can contribute to early childhood advocacy. Review action steps. Write brief responses of ways teachers can speak out on issues that affect young children.	Discuss current issues with teacher. Collect articles and bulletins to share with teacher. Go over plans and offer to assist teacher in advocacy efforts. Go with teacher to meetings to make her/him feel more comfortable. Follow through with information on major issues.

LEARNING ACTIVITY	WHAT TEACHER DOES	WHAT TRAINER DOES
V. Taking Care of Yourself	Read about the importance of taking care of oneself. Assess how well teacher takes care of her/his own physical, emotional, and social well-being. Write a brief plan for taking care of her/himself.	Each time you see teacher, stress the importance of taking care of oneself. Review teacher's plans and offer to assist her/him in implementing them. Involve center director in planning lunches, parties, outings, etc., that are fun and relaxing for the staff. Be a good model.

Ways to Extend Learning

Staff Meetings/Workshops

- Conduct workshops on ethical issues such as appropriate discipline methods or how to deal with parents who disagree with the center's practices, or on topics that teachers identify as problem areas.
- Hold a discussion about current issues facing child care in the community or state, and discuss ways in which the center can become more involved in advocacy.

Resources

- Provide information on professional organizations and encourage/support teachers in joining at least one.
- Build a lending library of professional books, journals, and audiovisual materials.
- Find out about classes on stress management, nutrition, assertiveness, or other topics relevant to a teacher's wellbeing and share these materials with staff.

Procedures

- Set up a bulletin board in a staff area for information on issues in child care: pending legislation, recent studies, newspaper articles, and so on.
- Encourage the center director to plan fundraising events to help send staff to conferences.
- Encourage teachers to organize exercise classes or a walking club during work hours.

III. Assessing Each Teacher's Progress

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III. Assessing Each Teacher's Progress

The knowledge and competency assessments included in this chapter are to be given to a teacher who has successfully completed all the learning activities in a module. The assessment process enables you to validate that the teacher has understood the information and is able to demonstrate the applicable skills in the classroom setting. (Trainers using *Caring for Preschool Children* are hereby authorized to reproduce copies of the knowledge and competency assessments on pages 71 through 134 for use in assessing a teacher's progress.)

Teachers must have successfully completed all the learning activities in a module, including summarizing their progress, before they are ready for assessment. Having provided feedback on all the learning activities, you will have a good idea of who is ready for assessment and who should repeat one or more of the learning activities. It is best if the decision is a joint one; ask teachers if they feel they are ready, and if so, schedule a convenient time for the assessment.

The assessment process is one more step in the learning process. Try to alleviate any test anxiety that teachers may have. Explain that if they do not successfully complete either assessment, you will work with them to help them obtain the necessary competencies.

You will need to make several copies of the assessments; therefore, it might be helpful if you set up filing systems for the assessment sheets.

Knowledge Assessments

The knowledge assessments are paper-and-pencil exercises that test the teacher's knowledge of the concepts presented in the module. The questions are in true/false, multiple-choice, and short-answer formats, and are based on the overview and learning activities text and readings. For Modules 1 through 10, the knowledge assessment includes a scrambled chart on child development from the first learning activity in each of these modules; teachers have to connect examples of preschool children's behavior with the appropriate teaching strategies.

Teachers will need a quiet space to complete the assessment and approximately 20 to 30 minutes of uninterrupted time. If you know that a staff member will have trouble reading the test and recording answers, you can offer assistance in reading the questions and documenting the teacher's ideas.

Adults are eager to know the results of their work. Therefore, try to score the knowledge assessment as soon as possible after a teacher has completed it. The answer sheets for the knowledge assessments can be found in Appendix A. Each item receives 5 to 10 points, as indicated on the answer sheets. A perfect score is 100. To complete the knowledge assessment successfully, a teacher must obtain a score of at least 80.

If a teacher has not achieved a passing score, review the answers together. You will need to make a judgment as to how much support the teacher will need to understand fully the material presented in the module. As stated earlier, the goal is to ensure competence and understanding, not simply to have the teacher pass the test. You might suggest specific learning activities in the module to be reviewed or provide additional resources. Schedule a date for the teacher to retake the knowledge assessment when she or he feels ready.

Competency Assessments

Modules 1 through 12 include a competency assessment as part of the assessment process. Competency assessments are activities that teachers will have to plan and implement in the classroom to demonstrate their skills. They differ from learning activities in that you must review the written plans and then observe the teacher working with young children as part of the competency assessment. While you will probably be visiting classrooms and observing teachers periodically as they work through the learning activities, the competency assessment is the only time in the training program when you need to do a written observation of each teacher.

Each competency assessment includes directions for the teacher to plan and conduct an activity with one child, a group of children, or parents. Teachers may be asked to observe a child, respond to questions about a child's behavior, or plan and implement a communication technique with parents.

The competency assessment sheet that you give to a teacher includes criteria for successful completion of the activity. These criteria are drawn from the indicators of competency in the module overview, pre-training assessment, and learning activities. They are specific to the competency assessment activity and consist of behaviors that are observable and measurable.

Observing the Competency Assessment Activity

When you give a teacher the competency assessment for a module, spend a few minutes reviewing it together to ensure that the teacher understands the directions and the purpose. Agree on a time for the observation. Observations are approximately 30 minutes, but the time may vary depending on the activity that a teacher has planned.

In Appendix B, you will find teacher observation forms for the competency assessment. You will find these forms useful in observing teachers during the competency assessment process. There is a separate observation form for each module that includes a list of the criteria and a place to indicate whether the criteria has been met, particularly met, or not met.

Your documentation of the observation is an important aspect of the competency assessment. You will not be able to capture everything that takes place, but the more complete your observation notes, the more data you will have to determine competency. Your observation notes should provide an objective description of what happened so that you can share it with the teacher as a basis for assessing competence. To be useful, observation notes should have the following characteristics:

- **Objectivity:** Include only the facts about what happens, not labels, judgments, or inferences drawn. Record only what the teacher does and says and what the children do and say in response.

- **Specificity:** Record as much information as possible to present a picture of the teacher's actions. Include details such as the number of children/adults involved, where in the room the action is taking place, words and tone of voice used, and so on.

- **Accuracy:** Record the teacher's and children's words and actions directly and in the order in which they happen. Try to include direct quotations whenever possible.

- **Completeness:** Include descriptions of activities from beginning to end. Record information about the setting (where in the room or outdoor area the action is taking place), what the teacher does, the teacher's words (if any), and the children's response.

When you have completed the observation, review your notes and score each criterion of competence that you can substantiate from your observation.

The Competency Assessment Conference

Following your observation, you will meet with each teacher to discuss the activity and what you observed. If the teacher has clearly demonstrated the skills identified in the criteria for assessment, the conference will be an easy one. If you feel that the teacher has demonstrated some of the skills but has not thoroughly understood the information in the module, you will need to handle the conference differently. It is very important for you to decide prior to the conference whether the teacher has successfully demonstrated the competency.

Adult learners generally know when they have not been able to demonstrate the necessary skills to complete an assessment successfully. It is not really helpful for a teacher to receive a passing grade when he or she still needs more support and training. When that teacher applies for certification through CDA or goes through an evaluation, failure will be a likely outcome. The goal of the assessment is to validate competency. If a competency has not been mastered, the conference is simply an opportunity to reassess training needs and to provide additional support.

Here are some suggestions for conducting a useful competency assessment conference.

- **Begin the conference by asking for the teacher's opinion.**
  "How do you feel the activity went?"
  "Did everything go as you had planned?"
  "Were there any surprises?"

- **Sort out what went well and what problems existed, if any.**
  "What do you feel went well?"
  "Is there anything you would want to do differently?"

- **Share your observation notes with the teacher.** "Let's look at my notes on what happened and see what we can learn from them."

- **Review the criteria together.** Ask for the teacher's opinion of which skills were clearly demonstrated and which ones were not.

- **Give your own assessment.** In one observation it will not be possible to observe all the criteria on the list. However, you will have a good idea of whether the teacher has understood the information and can demonstrate her or his knowledge in working with children.

- **Give your decision and explain your reasoning.** If the teacher has clearly demonstrated competence in the functional area and you feel confident that he or she has understood the information and can apply it consistently in working with children, congratulate the teacher. If possible, take a few minutes to share your observations of the progress you have seen. If you feel the teacher needs more support, discuss what form would be most helpful and develop a plan to work together.

The following pages contain copies of the knowledge assessments for all 13 modules and competency assessments for Modules 1 through 12. In the Appendix you will find answer sheets for the knowledge assessments and trainer observation sheets for the competency assessments.

Knowledge Assessment
Module 1: Safe

1. The column on the left shows typical behaviors of children. The column on the right gives examples of how teachers keep children safe. Match the appropriate teacher response with each behavior.

		What Preschool Children Are Like		How Teachers Can Use This Information to Keep Children Safe
a.	___	They have lots of energy and like to race around.	(1)	Use hard surfaces outdoors (and indoors, if possible) for riding. Help children take turns with the equipment so they don't fight over it. Discuss safe riding with children.
b.	___	They hop and jump over objects.	(2)	Use sharp, blunt-end, child-sized scissors for right- and left-handed children so they can cut easily and with success. Use butter knives for spreading and cutting at mealtimes, to reduce the possibility that children will cut themselves.
c.	___	They ride tricycles and other moving equipment.	(3)	Allow children to throw and kick soft objects only in safe areas where others won't be hurt. Provide balls and bean bags for kicking and throwing.
d.	___	They slide, swing, and climb on equipment.	(4)	Set up the outdoor area with space to run. Organize the indoor area to prevent running so children don't bump into each other or the furniture.
e.	___	They throw, kick, and catch objects.	(5)	Cover exposed radiators. Remove toys and other items with jagged edges or splinters. Keep sharp materials (knives, teacher's scissors) out of children's reach. Lock cleaning materials and medicines in cabinets.
f.	___	They build block towers.	(6)	Provide duplicates of popular toys to prevent fighting over toys. Help children take turns by using timers, clocks, or planning boards. Anticipate conflicts and give children words to use when they are having difficulty sharing.
g.	___	They show their curiosity by manipulating, poking, handling, or squeezing everything.	(7)	Allow sliding, swinging, and climbing only on sturdy equipment where adequate cushioning is provided. Mark off areas around swings and at the base of slides.
h.	___	They can cut with scissors and knives.	(8)	Set up a block-building area in a large, carpeted space. Limit the number of children allowed in the area at one time so there is room to play safely. Set guidelines for the height of structures.
i.	___	They share toys and take turns with some assistance.	(9)	Discuss playing safely with individuals and in small groups so children know what they can do. Use circle time to involve children in establishing classroom limits. Remind children of these limits as they play, to prevent accidents and injuries.
j.	___	They begin to understand cause and effect.	(10)	Organize areas so children can move freely without knocking into each other or the furniture and equipment. Set up an obstacle course outdoors where children can hop and jump safely.

Select the best answers for the questions below. Some questions have more than one correct answer.

2. You feel safe when you know that:

   a. ___ no harm will come to you.

   b. ___ you can do something to prevent dangerous situations.

   c. ___ those around you are also concerned about safety.

   d. ___ all of the above.

3. Children begin to feel safe when they:

   a. ___ can stand and walk on their own.

   b. ___ trust their parents and other adults who care for them.

   c. ___ greet strangers warmly.

   d. ___ are punished if they do dangerous things.

4. Because children are too young to know about and prevent possible dangers, teachers should:

   a. ___ make lots of rules for children to follow.

   b. ___ keep the children in cribs and playpens.

   c. ___ never let them play by themselves.

   d. ___ set up a room that is safe for children to play in and explore.

5. When you choose toys and equipment carefully and arrange your space to prevent dangerous situations, you are helping to keep preschool children _____.

6. A good rule to follow in setting up a safe preschool environment is to:

   a. ___ set up activity areas so teachers can see all children easily at all times.

   b. ___ store dangerous substances out of children's reach.

   c. ___ inspect equipment and toys regularly for splinters, broken parts, and other danger points.

   d. ___ use low, open shelves for storage.

   e. ___ all of the above.

7. In selecting safe toys for preschool children, teachers should consider:

   a. ___ the color and shape.

   b. ___ the price.

   c. ___ the design, materials, and construction.

   d. ___ whether children have the toy at home.

8. To maintain a safe indoor and outdoor environment, teachers should use a safety checklist:

   a. ___ whenever there is an accident.

   b. ___ on a regular basis.

   c. ___ once a quarter.

   d. ___ once a year.

9. When there is an emergency or an accident occurs, the teacher should:

   a. ___ remain calm.

   b. ___ assess how serious the incident is and take appropriate action.

   c. ___ notify the center director.

   d. ___ document the accident on the appropriate form.

   e. ___ all of the above.

10. Write one example of an emergency situation that scares you the most, and then list three things you could do in that situation.

_____

_____

_____

_____

_____

11. List three steps you take to ensure children's safety when preparing for a field trip.

_____

_____

_____

_____

Competency Assessment
Module 1: Safe

1. Plan a vigorous play period, preferably out-of-doors. Write the equipment you will use, the props you will make available (balls, ropes, etc.), and activities you will conduct.

   Equipment

   _____

   _____

   _____

   Props

   _____

   _____

   _____

   Activities

   _____

   _____

   _____

2. Review the information in the module about toy and equipment safety and ways to keep children safe. Write specific precautions you will take to ensure children's safety while using these materials.

   _____

   _____

   _____

3. Ask your trainer to observe you during this outdoor play period. Implement the safety precautions you recorded when you planned this activity.

4. Immediately after the activity, complete the following:

   What happened?

   _____

   _____

   _____

   What did you do to prevent accidents?

   _____

   _____

   _____

What did the children do that might put them at risk for having accidents?

_____

_____

_____

How did you supervise the children's play?

_____

_____

_____

5. Discuss your performance of this competency assessment with your trainer.

In this activity your trainer will assess whether you successfully do the following:

- Supervise children at all times; play with children and do not congregate with other teachers in one place.
- Organize the outdoor areas for children to move about freely without knocking into each other or the equipment.
- Allow children to ride tricycles and other moving equipment on hard surfaces (if tricycles are used).
- Allow children to throw and kick soft objects in a safe area (if included in activity).
- Provide duplicates of popular toys to minimize conflicts.
- Discuss playing safely with individuals and small groups so they know what they can do.
- Check to see if there is an adequate amount of cushioning material under climbers, slides, and swings (if used).
- Check fall zones under and around equipment to make sure there are no objects or obstructions.
- Make sure there are no frayed cables, worn ropes, chains that could pinch, broken glass, or debris.
- Use only tricycles and other equipment that are in good repair.
- Mark stay-clear zones.

Knowledge Assessment
Module 2: Healthy

1. The column on the left shows typical behaviors of children. The column on the right contains examples of how teachers might promote good health and nutrition. Match the appropriate teacher response with each behavior.

	What Preschool Children Are Like		How Teachers Can Use This Information to Keep Children Safe
a. ___	They can run, jump, hop, kick, climb, throw, and use indoor and outdoor large muscle equipment.	(1)	Show children you care about being healthy and eating good foods so that they will learn by imitating you.
b. ___	They can dress themselves.	(2)	Plan and conduct supervised food-preparation activities so that children learn to use knives safely.
c. ___	They understand relationships expressed by "if...then" or "because" clauses.	(3)	Provide opportunities for children to dress themselves. Remind them to wear jackets outdoors when it is cold so that they stay healthy.
d. ___	They ask questions for information.	(4)	Provide opportunities for children to use large muscles so they receive plenty of exercise.
e. ___	They learn by observing and imitating adults.	(5)	Remind children to use the toilet as needed. Be sure there is always a supply of soap, paper towels, and toilet paper in the bathroom so they can take care of their own physical needs.
f. ___	They are beginning to blow their own noses.	(6)	Serve family-style meals, encouraging children to serve themselves so that they will learn how to select proper foods.
g. ___	They can use the toilet and wash their hands.	(7)	Place tissue boxes where children can reach them. Remind them to throw away used tissues so that germs are not transmitted by children touching themselves and others.
h. ___	They can pour from small pitchers and use utensils properly.	(8)	Answer children's questions about health and nutrition with simple, concrete answers so that they have the information they need to stay healthy.
i. ___	They can use knives with assistance.	(9)	Listen attentively to children and give them respect and consideration.
j. ___	They develop feelings of self-esteem, good or poor, related to how people respond to and treat them.	(10)	Tell children what they can do to keep themselves and others healthy by using examples: "If you use a tissue when you sneeze, then you won't spread germs."

Select the best answers for the questions below. Some questions have more than one correct answer.

2. Good health is:

   a. ___ a state of physical well-being.

   b. ___ a state of mental and social well-being.

   c. ___ the absence of disease.

   d. ___ all of the above.

3. Teachers teach children about good health and nutrition:

   a. ___ only when they conduct specific health and nutrition education activities.

   b. ___ in the course of daily life at the center.

   c. ___ by caring for children who are sick in the center.

   d. ___ none of the above.

4. Because children depend on adults to keep them healthy, teachers should:

   a. ___ prevent children from putting anything in their mouths.

   b. ___ never let children eat by themselves.

   c. ___ plan a routine and activities to meet children's health and nutrition needs.

   d. ___ prevent children from touching each other.

5. When children have wet or soiled their clothes, what should teachers do with the soiled items?

   _____

   _____

6. Name three characteristics of a good health education activity that matches children's learning styles.

   _____

   _____

   _____

7. Name one of the U.S. Department of Agriculture "Dietary Guidelines for Americans."

   _____

8. Name one behavior a preschool child might display that may be a sign of child abuse or neglect.

_____

9. Name three things you do daily in the classroom to minimize the spreading of germs.

_____

_____

_____

10. List three things you do in your classroom that make mealtimes relaxed and pleasant.

_____

_____

_____

11. List two things you do to promote your own health and nutrition.

_____

_____

Competency Assessment
Module 2: Healthy

1. Review Learning Activity IV, Helping Children Develop Good Health Habits. Select a new food preparation activity to plan and implement with children. Ask your trainer to observe you.

2. Food preparation activity: _____

   Materials: _____

   Procedure: _____

   What happened: _____

   _____

3. List below how your interactions with the children helped them develop good health and nutrition habits.

   _____

   _____

   _____

4. What follow-up would you recommend for this activity?

   _____

   _____

   _____

5. Discuss your performance of this competency assessment with your trainer.

In this activity your trainer will assess whether you successfully do the following:

- Make sure food preparation surfaces are clean before beginning the activity.
- Ensure that each child and adult washes hands vigorously with soap and water before participating in food preparation and during the activity as necessary.
- Select healthy foods to prepare that are low in fats, salt, and sugar.
- Match the food preparation experience to the abilities of the children in the group.
- Set up the activity in a place that is quiet and away from traffic.
- Limit the number of children participating in the activity.

- Help each child "read" the directions and use utensils and materials at each step of the activity.
- Participate with children in a relaxed "family-style" setting, encouraging conversation.
- Help children develop language skills and practice skills such as measuring, sequencing, predicting, and observing cause and effect as they prepare food.
- Integrate a nonsexist attitude toward food preparation as a scientific, aesthetic, and nutrition education activity.

Knowledge Assessment
Module 3: Learning Environment

1. The column on the left shows typical behaviors of children. The column on the right contains examples of how teachers can use this information to create a learning environment. Match the appropriate teacher response with each behavior.

	What Preschool Children Are Like		How Teachers Can Use This Information to Create a Learning Environment
a. ___	They need to exercise their large muscles in activities such as running, jumping, climbing, and riding tricycles.	(1)	Decide on jobs children can do and make a job chart. Have cards with children's names on them to show who has each job (for example, feeding pets, watering plants, setting tables, passing out snacks).
b. ___	They develop small muscle control to hold or use pencils, cut with scissors, and fit together toys with small pieces.	(2)	Set out toys with small pieces (for example, pegs and pegboards, laces and beads, Legos). Give children daily chances to use play dough, clay, and other art materials to develop small muscle control.
c. ___	They are learning to share and wait for a turn.	(3)	Provide duplicates of some popular toys and materials. Show children how long they have to wait—using a clock or a timer or writing their names on a list to help them learn to share.
d. ___	They become very social and like to play with one or two others. They can play cooperatively. Often they have "best friends."	(4)	Carefully organize materials. Put things together (for example, put crayons and markers near drawing paper). Make picture labels and put on shelves to show where items belong, to help children see that everything has a place.
e. ___	They sometimes need to get away from the group and be by themselves.	(5)	Set aside an indoor area for large play equipment. Plan some activities that use large muscles (for example, pounding clay or dough, woodworking). Make sure the outdoor area is safe for running and climbing.
f. ___	They like to help out and have responsibilities.	(6)	Set up areas where children can be alone—a large stuffed chair, a loft, or a big cardboard box to hide in, and a listening area with headphones. Give them opportunities to be alone.
g. ___	They understand that everything has a place, and they learn where things go.	(7)	Plan lots of small group activities. Define small areas for activities where several children can work together. Put out props for dramatic play and encourage children to play together.

Select the best answers for the questions below. Some questions have more than one correct answer.

2. The learning environment is:

   a. ___ the indoor and outdoor space in which you care for young children.

   b. ___ the furniture and materials in the space.

   c. ___ the children and adults who work and play in the space.

   d. ___ the schedule and routines you follow.

   e. ___ all of the above.

3. Factors that affect the quality of the indoor environment include:

   a. ___ room size, colors, furnishings, and equipment.

   b. ___ type of flooring, number of windows, and amount of light.

   c. ___ variety and display of materials.

   d. ___ the people in the room.

   e. ___ all of the above.

4. If your learning environment is attractive and well-organized:

   a. ___ you may enjoy working more and your job may be easier.

   b. ___ the children will be afraid to touch anything.

   c. ___ you will have to spend many after-work hours putting things away.

   d. ___ too much learning time will be spent on arranging things and less time will be spent on developmentally appropriate activities.

5. The outdoor play yard:

   a. ___ is for large muscle development only.

   b. ___ can be divided into interest areas for different types of activities.

   c. ___ is a place where children take a break from the room; teachers don't need to plan for learning here.

   d. ___ should be used only during warm-weather months.

6. A good schedule for children includes the following:

   a. ___ outdoor as well as indoor time.

   b. ___ time for clean-up.

   c. ___ opportunities for children to be alone.

   d. ___ time for moving from one activity to the next.

   e. ___ all of the above.

7. Table toys help children learn:

   a. ___ small muscle control, which is important for writing.

   b. ___ likeness and differences, which is important for reading.

   c. ___ problem-solving skills, which are important for all subject areas.

   d. ___ all of the above.

8. A good rule to follow in making the room well-organized and attractive to children is:

   a. ___ a place for everything and everything in its place (after it is used).

   b. ___ a toy box in every corner; a toy in every box.

   c. ___ out of sight, out of mind.

   d. ___ only put out a few things each day.

9. A variety of blocks in the block area helps children to:

   a. ___ let off steam.

   b. ___ learn to be architects and city planners when they are older.

   c. ___ relax from more strenuous learning activities.

   d. ___ learn sizes, shapes, and math concepts.

10. To help children express their ideas and feelings, the art area should include:

    a. ___ lots of crayons and coloring books with people that children recognize.

    b. ___ paper and materials such as paints and brushes, markers, and collage items that encourage creativity.

    c. ___ small pencils and lined paper so children can practice writing.

    d. ___ tables and chairs for six to eight children so that they can watch as the teacher shows how to make the art projects.

11. Match the following messages in the environment with the appropriate description of the room.

a. ___	"You belong here, and we like you."	(1)	There are protected and defined quiet areas for small group activities (e.g., a table with three or four chairs enclosed by low shelves containing table toys).
b. ___	"This is a place you can trust."	(2)	A job chart shows how each child helps keep the room neat.
c. ___	"You can do many things on your own and be independent."	(3)	There are pictures to illustrate the schedule so children can read it.
d. ___	"This is a safe place to explore and try out your ideas."	(4)	There is a labeled place for each child's toothbrush.

Competency Assessment
Module 3: Learning Environment

1. Draw a picture of your room. Label the key areas and major pieces of furniture and equipment.

2. Review your drawing and list what makes this a good environment for children.

_____

_____

_____

3. How does your room convey the following messages? List two examples in each category.

"This is a cheerful and happy place."

a. _____

b. _____

"You belong here, and we like you."

a. _____

b. _____

"This is a place you can trust."

a. _____

b. _____

"You can do many things on your own and be independent."

a. _____

b. _____

"You can get away and be by yourself when you need to."

a. _____

b. _____

"This is a safe place to explore and try out your ideas."

a. _____

b. _____

4. Ask your trainer to observe you during a half-hour period as you help children play in the interest areas in your room.

5. Discuss your performance of this competency assessment with your trainer.

In this activity your trainer will assess whether your environment meets the following standards:

- Indoor space is arranged into interest areas (for example, blocks, table toys, art, house corner, sand and water, books).
- There are sufficient interest areas for the number of children in the room.
- Interest areas are arranged so that children playing in one area will not easily disturb those in another area (quiet and noisy activity areas are separated; areas are well-defined by shelves and furniture).
- Materials are displayed neatly and have labels to show where they belong.

In this activity your trainer will assess whether you successfully do the following:

- Make all children feel welcome when they arrive and when they play.
- Encourage children to select interest areas where they would like to play.
- Include materials for the children to use as well as displays that reflect the local community and the children's ethnic and family backgrounds.
- Guide children to other activities when one interest area is full.
- Provide for children's special interests.
- Help children take responsibility for clean-up and preparing each area for its next use (for example, filling paint cups for tomorrow).

Knowledge Assessment
Module 4: Physical

1. The column on the left shows typical behaviors of children. The column on the right contains examples of how teachers might promote physical development. Match the appropriate teacher response with each behavior.

		What Preschool Children Are Like		How Teachers Can Use This Information to Promote Children's Physical Development
a.	___	They climb.	(1)	Use a balance beam or tape a strip of wide adhesive to a floor or mat to give children practice in walking. A tape path (or unit blocks) can be laid out as a walking course. Turns, curves, and obstacles can be added to the course to increase skills. To increase balance skills further, children can be given practice walking on tin can stilts. With practice children can learn to turn, jump, and even walk an obstacle course on their stilts.
b.	___	They cut with scissors.	(2)	Provide large and small group music activities in which children can move to different rhythms. Include some that allow children to create their own movements so they can develop a sense of rhythm.
c.	___	They fingerpaint, draw, and paint with large brushes on an easel.	(3)	Provide bean bags and various sizes of balls for children to throw and catch.
d.	___	They dance to music.	(4)	Plan and conduct noncompetitive games for children to practice movement skills. Arrange indoor and outdoor environments with furniture and equipment for children to jump, hop, and skip around and over.
e.	___	They create large and small objects with clay and play dough.	(5)	Provide tongs, clothespins, and child-sized, left- and right-hand scissors for children to practice cutting skills.
f.	___	They throw balls overhead and catch bounced balls.	(6)	Allow adequate time for children to use indoor and outdoor climbing equipment. Encourage children who are learning to climb so they feel competent and are not frustrated or fearful.
g.	___	They string beads, lace, zip, and weave.	(7)	Provide a variety of puzzles, table toys, house corner props, and art materials for children to practice picking up and placing small objects to help them develop eye-hand coordination.
h.	___	They run, jump, and hop.	(8)	Have clay and play dough available often in the art area. Encourage children to roll, pinch, squeeze, pound, and pull so they can refine movements made with their fingers.
i.	___	They walk easily and can balance themselves on one foot for several seconds at a time.	(9)	Have easels, paints, paper, crayons, and other drawing materials available every day in the art area. Encourage children's coordination of arm, wrist, and hand movements.
j.	___	They manipulate objects with their hands and fingers to see how objects fit together and work.	(10)	Provide fabric with zippers, yarn, string, laces, beads, spools, and other materials for children to practice stringing, lacing, weaving, and self-help skills.

Select the best answers for the questions below. Some questions have more than one correct answer.

2. Physical development is:

   a. ___ the increasing ability to control large and small muscles.

   b. ___ gross motor skills such as crawling and walking.

   c. ___ fine motor skills such as holding and pinching.

   d. ___ coordinating movement.

   e. ___ all of the above.

3. Physical growth and development follows a pattern of body control from:

   a. ___ head to toe.

   b. ___ left to right.

   c. ___ fine motor to gross motor.

4. A teacher's role in providing encouragement and guidance for children includes the following:

   a. ___ comparing one child's progress with another child's.

   b. ___ telling children how to use their large muscles safely.

   c. ___ staying away from a child who is attempting a new skill so as not to embarrass him or her.

   d. ___ telling all children they must walk the balance beam without any help.

5. In addition to gross and fine motor skills, physical development is important for developing a child's _____.

6. Most children establish a preferred hand by the time they are three years old.

   ___ True _____ False

7. Name three gross motor skills that preschool children normally acquire between the ages of three and five years.

   _____

   _____

   _____

8. Name two opportunities for preschool children to use fine and gross motor skills in the dramatic play area.

_____

_____

9. Give two examples of how you have encouraged a child's self-concept through your interactions with him or her during a gross or fine motor activity.

_____

_____

10. Are there any age-appropriate gross motor activities you shy away from doing with children? Why? What can you do to change your feelings about these activities?

_____

_____

_____

_____

Competency Assessment
Module 4: Physical

1. Select a child you would like to know more about. Observe this child several times during the next three days. Record information about the child's strengths, interests, and needs in the fine and gross motor areas.

2. Review the information in this module about ways to promote fine and gross motor development. Think about opportunities for children to practice or develop physical skills during daily routines and planned and spontaneous activities.

3. Ask your trainer to observe you for a half-hour period. (Other teachers may need to relieve you from some of your responsibilities during this time.) Focus on the child you selected and conduct activities to promote his or her fine and gross motor skills.

4. Immediately after the half-hour period, answer the following questions. Write as much as you can remember.

   Was the activity at the correct developmental level? How do you know?

   _____

   _____

   _____

   _____

   _____

   _____

   What are the next activities you will plan for this child?

   _____

   _____

   _____

   _____

   _____

   _____

5. Discuss your performance of this competency assessment with your trainer.

In this activity your trainer will assess whether you successfully do the following:

- Help and encourage children when they are learning new skills.
- Encourage children to move their bodies.
- Provide safe and interesting objects for children to listen to, taste, pick up and put down, look at, and smell.
- Use a variety of materials and equipment to promote gross and fine motor development.
- Use your knowledge about keeping children safe and about the child you are interacting with to make decisions on when to intervene and when to let the child work out a problem.
- Provide children with opportunities to develop small muscles by grasping, throwing, catching, rolling, pulling, zipping, buttoning, and so on.
- Encourage children to develop self-help skills.
- Provide opportunities for children's participation in daily routines.
- Help children develop an awareness of rhythm through music and movement activities (if music and movement activities are chosen).
- Play indoor and/or outdoor noncompetitive games with children (if games are chosen).

Knowledge Assessment
Module 5: Cognitive

1. The column on the left shows typical behaviors of children. The column on the right contains examples of how teachers might promote cognitive development. Match the appropriate teacher response with each behavior.

	What Preschool Children Are Like		How Teachers Can Use This Information to Promote Children's Cognitive Development
a.	___ Their vocabulary is expanding rapidly—they know the names of things and can explain their ideas.	(1)	Label objects with pictures, words, and numerals so children can associate the symbols with the objects. Write children's stories on language experience charts and in homemade books.
b.	___ They use imagination—they love to imitate, role-play, and engage in dramatic play.	(2)	Put out new and interesting materials regularly for children to play with to encourage their curiosity and to help them enjoy learning.
c.	___ They are developing an understanding of number concepts but need lots of experiences with real objects.	(3)	Put props in the house corner and block area to encourage children to play. Add new props to help them extend their play so they learn more about the world. Talk to them about their role plays, and play with them to build on what they are doing and saying.
d.	___ They learn using all their senses—smelling, tasting, touching, hearing, and seeing.	(4)	Ask questions and help children think things through so they develop confidence in their ability to think and solve problems.
e.	___ They believe there is a purpose for everything and ask lots of questions: "Why?" "How?" "What?"	(5)	Provide lots of activities and opportunities for children to use different senses so they refine their abilities to smell, taste, feel, hear, and see.
f.	___ They are curious and want to explore many things.	(6)	Provide appealing table toys and collect objects that will interest children. Talk to them about what they are doing: "You made a row of red pegs." "I see you put all the circles in one pile and the triangles in another." "How else could you group these blocks?"
g.	___ They are interested in cause and effect—why things happen.	(7)	Take children's questions seriously. Find out what they want to know. Give answers they can understand and ask more questions to stretch their thinking.
h.	___ They reason and think logically sometimes but often are not accurate in their thinking.	(8)	Give children many opportunities to sort, group, match, count, and sequence by playing with real objects. Help them practice counting and matching one to one in real-life situations such as setting the tables, counting the number of turns, and sorting out the blocks so they learn what numbers mean.
i.	___ They learn concepts and skills such as matching, classification, and identification of shapes by playing with toys and objects.	(9)	Give children objects to explore and plan activities to enable them to try out ideas and discover for themselves what makes things happen (e.g., what happens if you don't water a plant).
j.	___ They are developing the ability to understand how pictures, letters, words, and numeric symbols can stand for real objects and ideas.	(10)	Talk to children about what things are called. Help them learn new words so they can continue to expand their vocabularies.

Select the best answers for the questions below. Some questions have more than one correct answer.

2. Cognitive development is:

   a. ___ the growing ability to think and to reason.

   b. ___ "coming to know."

   c. ___ a lifelong process.

   d. ___ all of the above.

3. When a young child calls a worm a caterpillar, the child is:

   a. ___ making a mistake and should be told the right name.

   b. ___ noticing the ways in which a worm and a caterpillar are alike.

   c. ___ not very advanced in cognitive development.

   d. ___ obviously not ready to learn the differences.

4. Teachers can promote cognitive development:

   a. ___ as soon as children can think abstractly.

   b. ___ when children begin to understand language.

   c. ___ by talking to children and providing interesting things for them to touch, taste, see, and feel.

   d. ___ when a child starts to talk.

5. If children break up their crackers at snack time, it is probably because:

   a. ___ they understand cause and effect and want to see what effect they can have.

   b. ___ they judge things by how they look, and if there are more pieces, they feel they have more.

   c. ___ they like to make a mess.

   d. ___ this makes them feel powerful.

6. Children ask lots of questions because:

   a. ___ they want to keep their teachers busy answering them.

   b. ___ they want to do well when they get to first grade.

   c. ___ they are curious and want to understand the world around them.

   d. ___ they want adults to think they are smart.

7. Unit blocks are a good material for promoting cognitive development because:

   a. ___ children can learn the relationships of different sizes.

   b. ___ children learn math concepts.

   c. ___ children solve problems with blocks.

   d. ___ all of the above.

8. Give two examples of how teachers can organize the environment to help children learn to match.

   _____

   _____

   _____

9. Give two examples of how teachers can organize the environment to help children learn to classify.

   _____

   _____

   _____

10. Which questions promote children's thinking and problem solving?

    a. ___ "What else could we try?"

    b. ___ "How many ways can you group those bottle caps?"

    c. ___ "What color is this?"

    d. ___ "What do you think will happen next?"

    e. ___ "What letter is this?"

Competency Assessment
Module 5: Cognitive

1. Review Learning Activity VI, Planning Activities That Promote Preschool Children's Cognitive Development. Select a different activity to plan and implement in your room. Ask your trainer to observe you.

2. Activity: _____

_____

Materials: _____

_____

Procedure: _____

_____

_____

What happened? What would you change and why? _____

_____

_____

_____

_____

3. List how your interactions with preschool children promoted their cognitive development.

_____

_____

_____

_____

4. Discuss your performance of this competency assessment with your trainer.

In this activity your trainer will assess whether you successfully do the following:

- Select an activity and materials that are developmentally appropriate.
- Prepare materials needed ahead of time so children don't have to wait.
- Limit group size to minimize "wait time" and turn-taking conflicts.
- Encourage children to use all their senses in learning.
- Ask open-ended questions and make open-ended statements (for example, "I wonder what will happen when...") that encourage children to think.
- Talk about what is happening and describe children's actions.
- Encourage children to solve problems.
- Listen to what children say and respond appropriately.
- Welcome new and creative ideas.
- Support children at play.
- Use experiences to help children learn new skills and concepts.

Knowledge Assessment
Module 6: Communication

1. The column on the left shows typical behaviors of children. The column on the right contains examples of how teachers might promote communication. Match the appropriate teacher response with each behavior

	What Preschool Children Are Like		How Teachers Can Use This Information to Promote Communication
a. ___	They sometimes talk to themselves—not to communicate with anyone but simply to practice talking.	(1)	Be a good listener. Respond in ways that help children extend their thinking.
b. ___	They are beginning to understand written symbols—letters, numbers, and some words.	(2)	Repeat favorite stories. Select some story books with simple themes that include a lot of repetition. Talk to children about the stories and help them recall events so they improve their communication skills.
c. ___	They are beginning to show interest in writing.	(3)	Be a good listener. Write stories that children dictate and read them back so the children are encouraged to make up more stories.
d. ___	They like to make up stories of their own.	(4)	Encourage children to talk about what they have made ("Would you like to tell me something about your drawing?"). After they have spoken, write what they say to show them that written words capture what they say.
e. ___	They use language creatively, like to make up words, and enjoy rhymes, nonsense words, and poems.	(5)	Keep writing materials available for children to encourage them to try writing.
f. ___	They commonly make mistakes in grammar.	(6)	Do not correct children. Accept their way of speaking to encourage them to talk more. Serve as a model by speaking correctly.
g. ___	They ask lots of questions.	(7)	Teach children new songs, poems, and finger plays. Select ones for which they can make up verses to encourage their language development. Use these as part of daily routines.
h. ___	They are able to remember stories and tell them back, sometimes in correct sequence.	(8)	Make labels with pictures and words for materials in the room. Offer games such as lotto with pictures and printed words and numbers. Use job charts to expose children to written words and numbers as part of daily experiences.
i. ___	They draw pictures and create other representations and often name what they make.	(9)	Notice when children are practicing talking. Talk to them about what you observe. "You were really enjoying digging with that shovel in the sandbox. You even made up a song about it."
j. ___	They enjoy songs, poems, and finger plays and can learn increasingly complex ones.	(10)	Select books to read for the pure enjoyment of the words in the book. Notice rhymes and words that children make up; repeat them for fun and to encourage children to use language creatively.

Select the best answers for the questions below. Some questions have more than one correct answer.

2. Learning to use language as a way to communicate with others is important because:

   a. ___ it's the only way people communicate.

   b. ___ children's self-esteem is affected by their ability to put feelings and thoughts into words.

   c. ___ the faster children learn to talk, the sooner they will learn to read.

   d. ___ without language, communication is limited.

   e. ___ the ability to understand and use language is important to cognitive development.

3. To assess a child's language development, teachers should:

   a. ___ determine how well their speech can be understood.

   b. ___ observe children as they talk with each other.

   c. ___ note whether children understand what is said to them or what is read in a story.

   d. ___ observe if children seem confident and at ease in using language.

   e. ___ all of the above.

4. To help children learn to use language effectively, teachers should:

   a. ___ use full sentences and model correct use of language.

   b. ___ gently but firmly correct a child who misuses words or grammar and have the child repeat it correctly.

   c. ___ ask open-ended questions to encourage children to think and express themselves.

   d. ___ arrange for children to watch television when they are not engaged in activities.

   e. ___ not do anything special because by this age, all children know how to talk.

5. When selecting books for children, teachers should look for books that:

   a. ___ are sturdy and can't be torn because children are very rough with materials.

   b. ___ describe unusual events so children can learn about new things.

   c. ___ deal with issues and concerns that children can relate to in their own lives.

   d. ___ are simple with one or two sentences on a page and lots of pictures.

   e. ___ are humorous and sometimes include a surprise ending.

6. In reading books to children, teachers should:

   a. ___ read through the whole story and talk about it at the end so children learn to listen and not interrupt.

   b. ___ only read to one or two children at a time, never to a whole group.

   c. ___ tell the story rather than read it so they can keep an eye on the children at the same time.

   d. ___ introduce the story first to get children interested and then read it with expression.

   e. ___ see how many older children can pick out some of the words.

7. Teachers know that children are interested in writing when they:

   a. ___ make scribbles or marks and talk about them as if they were "writing."

   b. ___ begin to make letters and numbers.

   c. ___ pretend to make grocery lists in the house corner.

   d. ___ make marks that look like letters but really aren't.

   e. ___ all of the above.

8. Teachers can effectively help children prepare for writing and reading by:

   a. ___ setting aside a time each day to review the alphabet.

   b. ___ giving children lined paper and pencils so they can practice writing correctly.

   c. ___ encouraging children to draw and paint.

   d. ___ doing nothing—there's plenty of time in first grade to learn to read and write.

   e. ___ making sure everyone watches Sesame Street.

9. Name four ways that teachers can encourage children to use language.

   _____

   _____

   _____

   _____

10. What are two of the most frequent questions parents ask regarding children's communication? How do you answer them?

    _____

    _____

    _____

    _____

Competency Assessment
Module 6: Communication

1. Review Learning Activity III, Promoting Preschool Children's Communication Skills. Think of ways you can talk to preschool children and questions you can ask to encourage them to talk and to think. Write your ideas below.

2. Schedule a time for your trainer to observe you during free play. Use this time to demonstrate how you encourage preschool children to talk and to think by the questions you ask and what you say to them.

3. Use the space below to record what you did and said and how the children reacted.

4. Discuss your performance of this competency assessment with your trainer.

In this activity your trainer will assess whether you successfully do the following:

- Set out interesting things for children to explore and activities that involve them actively in learning.
- Arrange the space so children can work in small groups.
- Encourage children to engage in dramatic play.
- Accept how each child speaks without correcting her or him.
- Name things for children and describe their own actions to them so the children can learn new words.
- Use full sentences and explain directions clearly.
- Use a soft tone of voice and look at the child's eyes so that the child may make eye contact.
- Ask open-ended questions and make open-ended statements (for example, "I wonder what will happen when...") that encourage children to think.
- Listen to what each child says and ask questions or make statements that stimulate the child to extend her or his thinking.
- Talk about feelings and help each child use words to describe her/his feelings.
- Model conversation and communication strategies with other adults.
- Model writing and reading behaviors as a natural part of a teacher's classroom work.

Knowledge Assessment
Module 7: Creative

1. The column on the left shows typical behaviors of children. The column on the right contains examples of how teachers might promote children's creativity. Match the appropriate teacher response with each behavior.

What Preschool Children Are Like		How Teachers Can Use This Information to Promote Children's Creativity
a. ___ They have their own ideas and want to carry them out by themselves.	(1)	Provide for these differences in the daily program. One child can finish painting while others move to story time. Accept children's approaches to and use of materials, music, and language.
b. ___ They want to make choices and like to feel important.	(2)	Provide emotional support such as a smile or a hug to communicate "I like you." Tell children when you like their ideas. Independence, which is necessary for creative thinking, grows from feeling secure.
c. ___ They enjoy dramatic play and have active imaginations.	(3)	Build on children's eagerness to know. Provide a variety of objects for them to explore and examine.
d. ___ They are curious and ask many "why" questions.	(4)	Provide a wide variety of choices and opportunities for success. Avoid competitive activities with winners and losers. Give children plenty of positive feedback. Display their creative work.
e. ___ They have a strong sense of wonder.	(5)	Be patient about children's "messes." Allow plenty of time and chances to try things again. Toying with objects and ideas is part of the creative process.
f. ___ They learn from concrete experiences. Although they can understand explanations, they need real things to work with.	(6)	Give children plenty of first-hand experiences, providing words as you go along. Let them try things over and over. Help children make connections between what they are doing and what they already know. Imagination builds on these connections.
g. ___ They are beginners at doing things and may make mistakes.	(7)	Learn about these stages so you will know what to expect, what media to choose, and how to guide individual children. Provide several choices of art materials daily. Keep records of children's progress and developmental stages.
h. ___ They want to be independent, but they are sometimes still very dependent on adults.	(8)	Provide a wide variety of props and plenty of time and space. Be sure that play and pretend opportunities are open-ended. Allow children to make up their own rules ("You be the mother and I'll be the little kitten").
i. ___ They pass through different developmental stages in their use of art media and materials.	(9)	Give children raw materials with which to express their ideas—paints, crayons, sand, water, clay, blocks, and dramatic play props. Give positive feedback for their original ideas. Ask questions to help them elaborate on their ideas and extend their thinking.
j. ___ They have a wide variety of interests and skills.	(10)	Provide many opportunities for seeing, touching, handling, tasting, and smelling. Take time when children want to stop, look, and listen, and teach them to do this. Awareness and sensitivity go hand in hand with creativity.

Select the best answers for the questions below. Some questions have more than one correct answer.

2. Which of the following questions are open-ended?

   a. ___ What might happen if the blocks fell over?

   b. ___ What color is the book?

   c. ___ Where did we go on our walk?

   d. ___ What do you think he is dreaming about?

3. Which of the following developmental stages of children's art occurs later than all the other ones listed?

   a. ___ Early scribbles—children make random marks in many directions.

   b. ___ Pictorial drawings—children draw several recognizable objects.

   c. ___ Basic shapes—children draw circles, ovals, crosses, rectangle, and squares.

   d. ___ Drawings of humans—children draw circles as heads, then add lines for arms and legs.

4. Some of the children in Ms. Williams' room are collecting items such as blocks, bean bags, plastic snapping blocks, and so on from around the room and carrying them to the water play table. When she asks them what they are doing, the children say that they want to see if these things will sink to the bottom. How can Ms. Williams respond?

   a. ___ "Those things can't go in water. I'll tell you which ones will sink."

   b. ___ "Some of these things will be damaged if they go in water. I'll help you collect some things you can experiment with that won't get damaged."

   c. ___ "What are you doing? Put those things back where they belong."

   d. ___ "You have lots of water toys. Use them for your experiment."

5. Music and movement experiences help children develop in many areas. Match the skills and attitudes below with the appropriate music or movement experience.

a. ___	Motor skills	(1)	Playing "The Farmer in the Dell."
b. ___	Listening skills	(2)	Imitating the different ways that animals walk.
c. ___	Social skills	(3)	Taping the singing of the whole class or individual children.
d. ___	Self-esteem	(4)	Playing a guessing game—children close their eyes while listening to the sounds that different "mystery" instruments make.

6. The relationship between the child and the _____ sets the stage for _____.

7. Children must be shown how to be creative.

   ___ True ___ False

8. Children are more interested in the _____ of creating than in the _____.

9. List five materials that a child could find outdoors and bring into the classroom to use as art materials.

   _____

   _____

   _____

   _____

   _____

10. Write one basic safety rule for sand and water play.

    _____

    _____

11. List two activities you do to support and enrich your own creativity.

    _____

    _____

    _____

Competency Assessment
Module 7: Creative

1. Review the information in this module on providing music and movement, art, or sand and water experiences for preschool children. Select an activity from one of these categories to plan and implement in your room. Your trainer will observe you.

2. Use the space below to write your plan for a creative experience.

   Description of creative activity:

   _____

   _____

   _____

   What materials are needed?

   _____

   _____

   _____

   _____

   How many children can be involved at one time? _____

   Why did you select this experience?

   _____

   _____

   _____

   Plan a time for your trainer to observe you implementing the activity.

3. Describe below what the children did and said and how you promoted their creativity.

   _____

   _____

   _____

4. Discuss your performance of this competency assessment with your trainer.

In this activity your trainer will assess whether you successfully do the following:

- Ask open-ended questions and make open-ended statements (for example, "I wonder what will happen when...") to promote children's creative thinking.
- Help children find their own solutions to problems.
- Respond to children in ways that acknowledge their interest in the process of creating rather than the product.
- Encourage children's creative use of language.
- Set up the environment so that children can easily select, replace, and care for materials and equipment.
- Provide enough time in the daily schedule for children to make plans and carry them out.
- Accept and value each child's creative expression.
- Step back when appropriate to allow childen to explore and create on their own.
- Implement developmentally appropriate creative experiences that match preschool children's skills, abilities, and interests.

Knowledge Assessment
Module 8: Self

1. The column on the left shows typical behaviors of children. The column on the right contains examples of how teachers might promote children's self-esteem. Match the appropriate teacher response with each behavior.

	What Preschool Children Are Like		How Teachers Can Use This Information to Promote Children's Self-Esteem
a. ___	They may express anger and jealousy physically.	(1)	Provide many ways for children to use their bodies so they are not frustrated or forced to wait for long periods of time.
b. ___	They use a large vocabulary to express themselves but may stutter or use "baby talk."	(2)	Give children many opportunities to make choices and decisions (for example, where they want to sit for lunch).
c. ___	They like to help in the routines of the room.	(3)	Allow them to attempt new things safely and praise their efforts so they will continue to try new things.
d. ___	They may be afraid of loud noises, the dark, animals, or some people.	(4)	Ask children to do things they are able to do so they can feel needed and important.
e. ___	They want to make decisions for themselves.	(5)	Provide many props and time for children to role play. Encourage them to act out their feelings about themselves, their families, and others. This kind of play helps children learn who they are.
f. ___	They can take turns and share but don't always want to.	(6)	Take children's fears seriously, telling them that you will make sure that nothing bad happens to them so that they will feel that it's all right to have fears.
g. ___	They have lots of physical energy.	(7)	Let children do as much as possible for themselves because this helps them feel good about their skills. Help them only when asked or when an adult's help would calm an anxious child and lead to success.
h. ___	They like to make-believe and act out roles.	(8)	Help children manage their strong feelings through outlets such as working with clay and using a punching bag. Give them words to use when they are angry.
i. ___	They like to try new things and take risks.	(9)	Praise children when they share with others and help them when it is difficult to share.
j. ___	They can feed and dress themselves.	(10)	Wait patiently for children to get their words out so they feel good about expressing themselves.

Select the best answers for the questions below. Some questions have more than one correct answer.

2. In the list below, check ways that teachers can help children deal with their feelings about separation.

   a. ___ tell children you understand how they feel.

   b. ___ remind children when parents will return.

   c. ___ make sure parents say goodbye, even if the child cries.

   d. ___ all of the above.

3. Repeating activities so that children can practice skills:

   a. ___ helps keep children busy for longer periods of the day.

   b. ___ helps children feel successful and competent.

   c. ___ is boring for a child and should not be done.

   d. ___ makes daily and weekly planning easier for the teacher.

4. When you observe a child and learn his or her own style, capacity, and growth, you can:

   a. ___ provide an environment that challenges and supports the child.

   b. ___ predict when the child is going to do something wrong and stop her or him.

   c. ___ offer positive reinforcement.

   d. ___ report a negative self-concept to the parents.

5. For the statements below, check the ones that are more likely to build the self-esteem of children. Remember that like your actions, your words should show that you understand and sympathize with the child's feelings, that you support the child's attempts to try new things, and that you accept, respect, and appreciate children as they are.

   a. ___ "I know that you are tired, so why don't you lie down. Here's a soft animal that you can hold."

   b. ___ "Mary, you are getting on my nerves. I think you need a nap."

   c. ___ "Everyone has accidents. Get a sponge from the sink so you can wipe this up."

   d. ___ "It's okay to feel angry, but it's not okay to hurt other people."

   e. ___ "Do you want to sit in the corner? Then leave Billy alone."

   f. ___ "You almost made it! Keep going!"

   g. ___ "I know you are sad when Mommy leaves, but she'll be back. I will be here to help you."

   h. ___ "Mary put her own coat on. You go back and try again."

   i. ___ "Are you wet again? We've already changed you twice today!"

6. On a recent trip to the Nature Center, Woodsy Owl came out to talk about safety in the woods. One child, Diana, began to cry that she was afraid of the costumed character and refused to let go of your leg. You should:

   a. ___ lead the child to the character and make her talk to it.

   b. ___ laugh lightly and tell the child that there is nothing to be afraid of.

   c. ___ whisper softly to the child to be quiet because she is disturbing the presentation.

   d. ___ tell the child that you understand that she is afraid and that you will stay with her until she feels better.

7. Teachers can build children's self-esteem by:

   a. ___ disciplining them severely when they become too independent.

   b. ___ disciplining them if they try to act like babies or toddlers.

   c. ___ allowing them to make choices and supporting them as they try new things and learn new skills.

   d. ___ expecting all children to be at the same skill level.

8. Teachers also build children's self-esteem by:

   a. ___ showing respect for the children.

   b. ___ modeling an appreciation for various racial and ethnic groups.

   c. ___ expressing surprise and joy when children learn new things.

   d. ___ all of the above.

9. When preschool children are "pushed" to learn letters and numbers so that they'll be ready for first grade, they often experience failure and their self-esteem suffers.

   _____ True _____ False

10. Write a definition of self-esteem.

_____

_____

_____

_____

11. List two of your favorite activities that are designed specifically to enhance children's self-esteem.

_____

_____

_____

_____

Competency Assessment
Module 8: Self

1. Select a child in your room that you have observed and learned more about as you worked on this module. Complete the chart below.

Name: _____ Age: _____

Favorite activities: _____ A favorite toy/material: _____

SITUATION	TYPICAL ACTIONS	STRATEGY TO BUILD SELF-ESTEEM
Playing with other children		
Playing in the house corner		
Playing alone		
Separating from a parent		

2. Design an activity as part of one of the strategies you identified above that will help build the child's self-esteem. Ask your trainer to observe you.

3. Implement the activity with the child or with a small group of children. Your trainer will observe the activity.

4. Discuss your performance of this competency assessment with your trainer.

In this activity your trainer will assess whether you successfully do the following:

- Allow and encourage children to choose their own activities and materials.
- Encourage all children to make choices.
- Offer praise and support for children who attempt to make a choice.
- Let children know they are special.
- Identify and deal with feelings.
- Accept mistakes as natural.
- Show respect for each child.
- Include materials and displays that reflect the local community and the children's cultural and family backgrounds.

Knowledge Assessment
Module 9: Social

1. The column on the left shows typical behaviors of children. The column on the right contains examples of how teachers might promote children's social development. Match the appropriate teacher response with each behavior.

What Preschool Children Are Like		How Teachers Can Use This Information to Promote Children's Social Development
a. ___ They can understand rules and limits.	(1)	Listen to these conversations. You can learn a lot about how the children are getting along, whose ideas are listened to, who needs help learning to get others to listen, and what their interests are. Use this information to meet individual needs.
b. ___ They are learning to share and take turns.	(2)	Observe to see how often a child is excluded. Help the child learn how to become a part of the group by giving him or her a special prop to share or suggesting a role to play.
c. ___ They like to imitate adult activities.	(3)	Give children lots of affection and praise. Let them know they are liked and that you know they are learning about living in a group.
d. ___ They carry on conversations with other children in pairs or in groups.	(4)	Observe often to see what kind of play children are involved in. Help children move to the next level of play when they are ready. For example, provide two phones or four firefighter hats so children will play together.
e. ___ They may exclude other children from their play.	(5)	Provide a variety of props for dramatic play, both indoors and outdoors, so children can pretend to be grown-ups doing grown-up things.
f. ___ They are moving from parallel to cooperative play.	(6)	Provide opportunities for children to learn to make rules and play simple games that stress cooperation rather than competition.
g. ___ They ask a lot of questions.	(7)	Use questions to extend children's thinking. Children use their thinking skills when they play in groups.
h. ___ They begin to develop friendships.	(8)	Prepare children for field trips. Discuss the rules they will be expected to follow so they know the accepted behavior in advance.
i. ___ They can learn to adapt to a variety of different settings and enjoy visiting new places.	(9)	Set up a system (a timer or place to put their name) for taking turns. Praise children when they do share.
j. ___ They are gaining an awareness of the larger community.	(10)	Give children many chances to be with their friends. Allow lots of time for free play so children can choose their own playmates.
k. ___ They want adults to like them.	(11)	Arrange for visits to the firehouse, parents' jobs, and so forth, or ask visitors to come to the center to discuss what they do in the community.

Select the best answers for the questions below. Some questions have more than one correct answer.

2. Children learn about how society expects them to behave by:

   a. ___ being told what not to do.

   b. ___ watching adults interact with other adults.

   c. ___ watching adults interact with children.

   d. ___ having strong, positive relationships with adults.

3. The cooperative play of children includes:

   a. ___ arguments.

   b. ___ making up rules.

   c. ___ following the teacher's instructions.

   d. ___ assigning roles.

   e. ___ resolving conflicts.

4. A teacher is watching a small group of children playing hospital. Andrew is standing off to one side looking like he wants to join in. The teacher could help Andrew join the play by saying:

   a. ___ "Andrew, just tell the others you want to play."

   b. ___ "Andrew, why don't you come play with the blocks instead?"

   c. ___ "Andrew, here are some bandages to deliver to the doctor. She needs them right away."

   d. ___ "What's the matter, Andrew? Won't they let you play?"

5. As children develop _____, they learn to get along with others.

6. Children can feel secure when their needs are met by teachers in _____ and _____ ways.

7. Children who are not able to make friends are likely to have problems such as low _____.

8. List two ways to help preschool children learn caring behaviors.

_____

_____

_____

_____

9. Think of a child you work with or have worked with in the past who is aggressive towards other children or materials. Briefly describe a situation and what you did to intervene. Did it work? How would you change it next time?

Competency Assessment
Module 9: Social

1. Arrange for a time when you can spend 30 minutes observing the dramatic play of a group of children. This could be during free play or when your group goes outside. Ask your trainer to observe the same group of children for the same half-hour period. Both of you will write what happened and what social skills you observed in use.

   Location of play: _____

   Dramatic play setting: _____

   Character involved: _____

   Props used: _____

   _____

   _____

   _____

   What happened?

   _____

   _____

   _____

   _____

   _____

   Social skills demonstrated:

   _____

   _____

   _____

   _____

   _____

2. Discuss your observation notes with your trainer.

3. Review your observation notes and write some ways in which you can extend the children's play.

_____

_____

_____

_____

_____

4. Ask your trainer to observe you again. Implement your plans and record what happened.

_____

_____

_____

_____

_____

5. Discuss your performance of this competency assessment with your trainer.

In this activity your trainer will assess whether you successfully do the following:

- Let children know that you think their play is important.
- Help children get started playing.
- Step back from the play when children no longer need help from you.
- Model playful behaviors without dominating the play.
- Reinforce positive social behaviors when you observe them.
- Offer guidance within the context of the play situation.
- Provide new props to extend children's play.
- Ask questions that extend children's play with interrupting it.
- Engage in make-believe play with children.

Knowledge Assessment
Module 10: Guidance

1. The column on the left shows typical behaviors of children. The column on the right contains examples of how teachers provide positive guidance. Match the appropriate teacher response with each behavior.

	What Preschool Children Are Like		How Teachers Can Use This Information to Guide Children's Behavior
a. ___	They are eager to please adults.	(1)	Help children see the connections between their actions and what happens afterward. For instance, provide short-handled brooms and sponges so children can clean up after a spill.
b. ___	They want to make decisions for themselves.	(2)	Make sure children are not in danger. Help them judge what risks are safe and what are not. Encourage them to think before they act so they learn to develop good judgment and self-discipline.
c. ___	They often like to try new things and take risks.	(3)	Give children attention for positive reasons, not when they act out. Let them know what they do well so they learn the right things to do.
d. ___	They can take turns and share but don't always want to.	(4)	Offer children choices about what they want to play with, what books they would like to read, and so on.
e. ___	They are beginning to understand the consequences of their actions.	(5)	Avoid power struggles. Set limits and be consistent. Invite children to help you so they can feel useful and competent.
f. ___	They sometimes lose control and start kicking and screaming.	(6)	Be there to hold the child until he or she gains control again. Stay with the child until he or she has calmed down and can listen to your words. This is the start of self-discipline.
g. ___	They have lots of energy. They run fast, climb high, jump, gallop, and hop.	(7)	Stop the hitting immediately—do not ignore it. Calmly but firmly say, "Hitting hurts. It's not okay to hit. Use your words to tell her how you feel."
h. ___	They may use bathroom words and swear words to get attention.	(8)	Try ignoring this so you aren't giving them attention. If they don't stop soon, say "we don't use those words here" and go on to something else.
i. ___	They like to feel powerful and important. They can sometimes be very bossy.	(9)	Set up a system (a sign-up sheet, a timer, or cards) for taking turns with popular toys or activities. If children can see when they will have a turn, they find it easier to wait.
j. ___	They like to get attention and will act out if they feel ignored.	(10)	Reinforce positive behavior. Let children know you are pleased when they do a good job cleaning up, helping friends, or completing games, so they feel good about themselves.
k. ___	They sometimes strike out in anger at another child or even adults.	(11)	Give them time and space to be active and to use their energy in acceptable ways. Don't expect them to sit for long periods.

Select the best answers for the questions below. Some questions have more than one correct answer.

2. People who are self-disciplined can:

   a. ___ accept the results of their actions.

   b. ___ make independent choices.

   c. ___ balance their needs with those of others.

   d. ___ control their own behavior.

   e. ___ all of the above.

3. Teachers can provide positive guidance by:

   a. ___ telling children *no* whenever they do something inappropriate.

   b. ___ punishing children when they don't obey rules.

   c. ___ giving children a chance to make up rules.

   d. ___ telling children they should be ashamed.

   e. ___ using an egg-timer to make it easier to wait for a turn.

   f. ___ sticking to a strict schedule for eating, sleeping, and playing.

   g. ___ modeling acceptable ways to express negative feelings.

   h. ___ understanding what are typical behaviors for children at different ages.

4. The most important goal of discipline is:

   a. ___ to make children behave well.

   b. ___ to help children develop inner controls.

   c. ___ to control children's behavior.

   d. ___ to get children to do what adults tell them.

5. Paul is at the water table. He keeps pouring water on the floor. The teacher should:

   a. ___ tell Paul he can't play at the water table any more.

   b. ___ remind Paul of the rules for the water table. Then ask him to get the mop to dry up the spill.

   c. ___ give Paul a warning about his behavior.

   d. ___ clean up the spill and make Paul sit by himself for 10 minutes.

6. Rewrite the following statements so they provide positive guidance. There can be more than one correct answer.

"Hurry up. All the other children have their coats on."

_____

_____

_____

"No, you can't go home yet. Stop crying."

_____

_____

_____

7. Match the following general limits with the appropriate example.

a. ___	Staying healthy and safe	(1)	Stay out of people's cubbies.
b. ___	Respecting the rights of others	(2)	Put the play dough back in the bowl when you're through.
c. ___	Not hurting yourself or others	(3)	Wash your hands before eating.
d. ___	Caring for equipment and materials	(4)	Use your words to tell others how you feel.

8. What is the difference between punishment and discipline?

_____

_____

_____

9. Having control of your own behavior makes you feel _____ about yourself.

10. List three questions you would ask yourself if a child is consistently misbehaving. Next explain how you would find out the answers to your questions.

_____

_____

_____

_____

_____

Competency Assessment
Module 10: Guidance

1. Select a child in your room whom you would like to learn more about. Focus on this child for the next three days. Learn what this child likes to do and what his or her interests, needs, and strengths are. Make a note of times when the child needs help learning self-discipline.

2. Review the information this module provides about various approaches to positive guidance. Think about which approaches would help the child learn self-discipline.

3. Ask your trainer to help you arrange for a half-hour period when you can focus on the child. (Other teachers may need to relieve you from some of your responsibilities for this half-hour.) Don't plan anything special for the half-hour when you are focusing on the child. Just spend the time caring for, talking to, and playing with the child. When appropriate, use positive guidance to help the child develop self-discipline. Your trainer will observe you.

4. Use the space below to record what the child did and said and how you promoted self-discipline.

_____

_____

_____

_____

_____

_____

5. Before meeting with your trainer, make a list of the rules and limits you have in your room.

_____

_____

_____

_____

_____

_____

6. Write your personal definition of discipline. Discuss it with your trainer.

_____

_____

_____

_____

_____

7. Discuss your performance of this competency assessment with your trainer.

In this activity your trainer will assess whether you successfully do the following:

- Arrange the environment in ways that let children know what behaviors are acceptable.
- Allow for children to make choices and be responsible for their own behavior.
- Set limits that are:
  - appropriate for children's developmental stage;
  - keep children safe and healthy;
  - help children learn to respect the rights of others; and
  - help children learn to care for equipment and materials.
- Help children learn to use words to tell others how they feel.
- State limits and rules positively.
- Explain the reasons for rules and limits in simple terms.
- Provide acceptable outlets for children to express their feelings.
- Encourage children to develop their own solutions.
- Handle misbehavior by trying to:
  - find out why the child is misbehaving;
  - focus on the behavior, not on the child;
  - state what are acceptable behaviors;
  - explain to the child the consequences of his or her actions; and
  - follow through as necessary.

Knowledge Assessment
Module 11: Families

1. The most important people in a child's life are his or her _____.

Select the best answers for the questions below. Some questions have more than one correct answer.

2. Parents and teachers have the following in common:

   a. ___ they are child development experts.

   b. ___ they know exactly what the child needs.

   c. ___ they have genuine concern for the child's well-being.

   d. ___ they always know the reasons for the child's behavior.

3. Partnerships between teachers and parents are strengthened by:

   a. ___ ongoing communication.

   b. ___ understanding each other's role.

   c. ___ seeing how the child benefits.

   d. ___ all of the above.

4. When a parent asks for advice about their child, a teacher should:

   a. ___ tell the parents what to do.

   b. ___ tell the parents it's against the rules to give advice.

   c. ___ encourage the parents to think about what is best for their child.

   d. ___ offer more than one suggestion.

5. For the following kinds of information about a child, indicate whether information is likely to be provided by a (parent) or a (teacher):

   a. ___ how the child approaches and uses classroom materials.

   b. ___ how the child "used to be."

   c. ___ how the child plays with others.

   d. ___ the child's health and growth history.

6. When Mrs. Wright comes to pick up three-year-old Tanya, she asks the teacher about Tanya's day. Which of the following is the most appropriate teacher response?

   a. ___ "Once she stopped hitting Michelle, Tanya had a good time playing with the blocks."

   b. ___ "Tanya had a busy day playing in the block corner with Michelle. They had a little trouble getting started, but once they were able to reach an agreement about what to build, they had a fine time."

   c. ___ "Tanya must have gone to bed late last night. She was really disagreeable today."

   d. ___ "Tanya's day was fine."

7. Center newsletters can include many kinds of information. List three examples below.

   _____

   _____

   _____

8. Read the following statements describing how to plan and implement a parent-teacher conference. Put an X next to the ones that are appropriate.

   a. ___ Test child before the conference so you can give parents the results.

   b. ___ Keep the conference formal. Talk only about the child.

   c. ___ Collect stories about the child to share with parents.

   d. ___ Survey parents regarding the best time to hold the conference.

   e. ___ Schedule conferences to last no more than 10 minutes.

   f. ___ Organize your notes about the child's development in all areas.

   g. ___ Agree on goals and strategies to promote the child's development.

9. List three ways to involve parents who can't come to the center during the day.

   _____

   _____

   _____

10. Describe three ways you provide support to families.

    _____

    _____

    _____

Competency Assessment
Module 11: Families

1. Review Learning Activity II, Keeping Parents Informed About the Program. Plan and implement one of the communication techniques described, or another one of your choice. The techniques described include the following:

   - Parent newsletter
   - Message center
   - Family journal
   - Parent bulletin board
   - Parent handbook.

2. What communication technique will you implement? _____

3. Answer the following questions about this communication technique.

   What information would you like to share with parents?

   _____

   _____

   _____

   How frequently will you share or update the information?

   _____

   _____

   _____

   How can you make sure this information is shared with all parents?

   _____

   _____

   _____

   How can parents help you implement this communication technique?

   _____

   _____

   _____

4. Implement your communication technique, then ask three parents the following questions about the communication technique. Ask your trainer to observe you with the three parents.

Parent's name: _____

What new things did you learn about daily life at the center?

_____

_____

_____

How did the shared information help you feel more involved with the center?

_____

_____

_____

What other kinds of information would you like the center to share with you?

_____

_____

_____

Parent's name: _____

What new things did you learn about daily life at the center?

_____

_____

_____

How did the shared information help you feel more involved with the center?

_____

_____

_____

What other kinds of information would you like the center to share with you?

_____

_____

_____

Parent's name: _____

What new things did you learn about daily life at the center?

_____

_____

_____

How did the shared information help you feel more involved with the center?

_____

_____

_____

What other kinds of information would you like the center to share with you?

_____

_____

_____

5. Discuss your performance of this competency assessment with your trainer.

In this activity your trainer will assess whether you successfully do the following:

- Share information with parents about current activities.
- Share information with parents about future plans.
- Reinforce the partnership between teachers and parents.
- Help parents feel more involved in the program.
- Provide ways for parents to be involved in sharing information.
- Suggest ways to extend learning at home.
- Make sure information is shared with all parents.

Knowledge Assessment
Module 12: Program Management

Select the best answers for the questions below. Some questions have more than one correct answer.

1. Effective management requires teachers to cooperate with _____ to ensure the smooth operation of the center.

2. To manage a child development program, teachers use:

   a. ___ any method they have developed that tells them something about children.

   b. ___ a systematic approach.

   c. ___ a skills checklist that they complete at the end of the year.

   d. ___ only the information provided by psychologists who complete a rating scale on each child.

3. Children's behavior is observed by:

   a. ___ teachers only.

   b. ___ parents and teachers.

   c. ___ all people who interact with children.

   d. ___ psychologists trained to conduct child observations.

4. Some of the reasons why teachers observe children are:

   a. ___ to determine each child's interests, strengths, and needs.

   b. ___ to make sure the children are obeying the rules.

   c. ___ to measure children's progress.

   d. ___ to collect information for the files.

5. List three facts that recordings of children's behavior must include to be complete.

   a. _____

   b. _____

   c. _____

6. A single observation of a child cannot provide a complete picture of a child.

   ___ True ___ False

7. Recordings of children's behavior must be _____ and _____. (Select two responses.)

   a. ___ objective

   b. ___ evaluative

   c. ___ accurate

   d. ___ lengthy

8. Individualizing a program for children means:

   a. ___ setting aside 20 minutes every day to work with each child on a one-to-one basis.

   b. ___ planning only activities in which every child can successfully participate.

   c. ___ using what you know about each child as you plan for each day.

   d. ___ planning activities based on things children don't do well.

9. After a planned activity is completed, teachers should take time to _____ what happened.

10. Name two documents that include information about the center's administrative policies, practices, and procedures.

    a. _____ b. _____

Competency Assessment
Module 12: Program Management

1. List three times of the day during which you can observe and record children's behavior. Then list five skills you can observe children using during each of these periods.

   Time of Day: _____

   Skills: 1. _____
   2. _____
   3. _____
   4. _____
   5. _____

   Time of Day: _____

   Skills: 1. _____
   2. _____
   3. _____
   4. _____
   5. _____

   Time of Day: _____

   Skills: 1. _____
   2. _____
   3. _____
   4. _____
   5. _____

2. Select two children for whom you have recently completed several recordings. Ask you trainer to observe you during one of the periods you identified above, interacting with these children on the basis of what you know about each child.

3. Record what you observed about each child and what experiences you might provide for these children on the basis of what you know about their strengths, interests and needs.

4. Discuss your performance of this competency assessment with your trainer.

In this activity your trainer will assess whether you successfully do the following:

- Watch and listen to each child and record each behavior as it happens or immediately after.
- Complete objective and accurate recordings.
- Avoid the use of labels in recordings.
- Complete recordings in a variety of areas, including fine and gross motor, cognitive, language development, creativity, self-discipline, and self-help skills and self-esteem and social development.
- Draw conclusions about each child's strengths, interests, and needs based on information from the family and on your current and previous recordings.
- Use information learned about each child in daily interactions.
- Identify suggested toys, materials, or caregiving techniques based on each child's interests, skills, and needs.
- Identify challenging activities based on each child's interests and success with current experiences.

Knowledge Assessment
Module 13: Professionalism

Select the best answers for the questions below. Some questions have more than one correct answer.

1. A professional is someone who:

   a. ___ charges a fee for his or her services.

   b. ___ went to college.

   c. ___ is certified by the state.

   d. ___ uses specialized knowledge or skills to do a job.

2. The benefits of maintaining a commitment to professionalism include:

   a. ___ building greater respect for the child care field.

   b. ___ helping children grow, develop, and learn.

   c. ___ helping you feel competent and effective.

   d. ___ all of the above.

3. Teachers can form networks with:

   a. ___ colleagues at their center.

   b. ___ child teachers at other programs.

   c. ___ members of professional child care programs.

   d. ___ all of the above.

4. Setting goals for your professional growth:

   a. ___ makes you feel like you are making progress.

   b. ___ guarantees that you will make progress.

   c. ___ is a waste of time when you have a lot of resources available.

   d. ___ should include only things you aren't good at.

5. As early childhood educators, we can contribute to advocacy efforts by:

   a. ___ sharing our knowledge of children and their needs.

   b. ___ involving parents in working for better programs.

   c. ___ linking efforts with public schools and other groups.

   d. ___ all of the above.

6. Match the following descriptions of standards with the correct source.

a. ___	An accreditation process conducted by the National Association for the Education of Young Children	(1)	CDA Competency Standards
b. ___	Guidelines of the practices that are suitable for children at particular ages and stages of development	(2)	Center Accreditation Program (CAP)
c. ___	Definition of 13 key skill areas needed by early childhood teachers	(3)	Developmentally Appropriate Practice

7. Which of the following teacher behaviors are ethical?

   a. ___ taking a sick day when your mother comes to visit you.

   b. ___ avoiding children you don't like.

   c. ___ helping parents understand why their infant isn't walking yet.

   d. ___ wearing comfortable old jeans and a torn sweatshirt to work.

   e. ___ reading an article about another culture when a child from that culture joins your group.

   f. ___ talking about a toddler's temper tantrum in front of another child's parents.

   g. ___ maintaining accurate written records about each child.

   h. ___ comforting a child who misses his or her parents.

8. Ms. Kim has been a teacher for 10 years. What are two reasons why she needs to keep learning about child development and teaching practices?

   a. ___ She doesn't; her 10 years of experience are all she needs.

   b. ___ To keep up-to-date on effective child care strategies.

   c. ___ So the parents will be impressed with the center.

   d. ___ So she will continue to be an active, thinking person.

9. Five things I learned by doing this module are:

_____

_____

_____

_____

_____

10. Describe what being an early childhood professional means to you:

_____

_____

_____

_____

_____

Appendices

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Note: Users are hereby authorized by Teaching Strategies, Inc. to reproduce the Trainer Observation Forms for Competency Assessments (pp. 149 - 173) and the Tracking Forms (pp. 177 - 179).

Appendix A

Answer Sheets for Knowledge Assessments

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Module 1: Safe
(Give five points for each correct answer)

1. a. (4)	e. (3)	i. (6)	2. d	6. e
b. (10)	f. (8)	j. (9)	3. b	7. c
c. (1)	g. (5)		4. d	8. b
d. (7)	h. (2)		5. safe	9. e

10. There are always potential emergency situations that scare teachers. Discuss the answers with the teacher.

11. Three responses are required. Possible correct responses include:

- Obtain signed permission slips for each trip so parents know their children will be leaving the center and where they will be going.
- Go over the route to be sure you have correct directions and have allocated adequate time for travel and the visit.
- Prepare children for the trip. Discuss what you will see and the rules for safety.
- Involve children in making rules that will keep everyone safe.
- Prepare for an emergency by bringing a first-aid kit with you if one is not already on the bus.
- Put together a folder with a list of emergency phone numbers, copies of emergency forms, and signed permission slips.

For additional correct responses, refer to Learning Activity V, Ensuring Children's Safety Away from the Center.

Module 2: Healthy
(Give five points for each correct answer)

1. a. (4)	d. (8)	g. (5)	j. (9)	2. d
b. (3)	e. (1)	h. (6)		3. b
c. (10)	f. (7)	i. (2)		4. c

5. Place them in a plastic bag for parents to launder at home.

6. Three responses are required. Possible correct responses include:

- based on concrete experiences, using actual objects as much as possible;
- geared to help children move from the simple to the complex;
- conducted when children can play with objects and answer open-ended questions asked by teachers; and
- repeated several times so all can participate.

7. Any of the following are correct responses:

- Eat a variety of foods.
- Maintain desirable weight.
- Avoid too much fat, saturated fat, and cholesterol.
- Eat food with adequate starch and fiber.
- Avoid too much sugar/salt.

8. Any of the following are correct responses:

- shows sudden changes in behavior or school performance;
- has not received help for physical or medical problems brought to the parents' attention; and
- is always watchful as though preparing for something bad to happen.

For additional correct responses, refer to Learning Activity V, Recognizing the Symptoms of Child Abuse and Neglect.

Module 2: Healthy
(Continued)

9. Three responses are required. Possible correct responses include:

   - Check the room daily to make sure it is clean. Report problems to your supervisor.
   - Check the bathroom daily to make sure it is clean and well stocked with toilet paper, paper towels, and soap; report problems and missing items to your supervisor.
   - Wash your own hands whenever necessary.
   - Encourage children to wash their hands when they arrive in the morning, before and after eating or drinking, after using the toilet, and after touching a child who may be sick.
   - Keep tissues where children can reach them.

   For additional correct responses, refer to Learning Activity II, Maintaining an Environment That Promotes Wellness.

10. Three responses are required. Possible correct responses include:

    - Lead a quiet activity while small groups of children are toileting and handwashing. After handwashing, children can return to the activity.
    - Provide child-sized utensils, cups, plates, and pitchers.
    - Serve the food in serving bowls or on platters.
    - Encourage children to serve themselves only as much as they can eat. If they can't finish what's on their plate, don't force them.
    - Model good hygiene, safety practices, and manners.
    - Allow children to leave the table when they are finished. They can clean up their dishes and then go to a quiet activity.

    For additional correct responses, refer to Learning Activity IV, Helping Children Develop Good Nutrition Habits.

11. All positive answers receive points.

Module 3: Learning Environment
(Give five points for each correct answer)

1. a. (5)
   b. (2)
   c. (3)
   d. (7)
   e. (6)
   f. (1)
   g. (4)
2. e
3. e
4. a
5. b
6. e
7. d
8. a
9. d and accept additional answer b (b by itself is not acceptable)
10. b
11. a. (4)
    b. (3)
    c. (2)
    d. (1)

Module 4: Physical
(Give five points for each correct answer)

1. a. (6) f. (3)
   b. (5) g. (10)
   c. (9) h. (4)
   d. (2) i. (1)
   e. (8) j. (7)
2. e
3. a
4. b
5. self-esteem
6. true

7. Three responses are required. Possible correct responses include:

   - Climbs stairs using alternate feet.
   - Walks on a line.
   - Squats in place.
   - Runs.
   - Catches 12-inch ball that is thrown.

   For additional correct responses, refer to Learning Activity II, Observing and Planning for Children's Gross Motor Development.

8. Two responses are required. Possible correct responses include:

   - lifting dolls, cooking and eating utensils, and pots and pans;
   - opening and closing cabinet doors;
   - setting the table and passing serving bowls; and
   - using zippers, buttons, buckles, and snaps as they put on and take off dress-up clothes.

9. Two responses are required. Possible correct responses include:

   - reviewed for children how to do an activity right before they tried it (for example, "John's ready to throw the ball to you, so follow the ball with your eyes and keep your arms stretched out");
   - suggested how a child can overcome an obstacle (for example, "I'll give you a push on the swing, then you can use your legs to keep going");
   - verbally reassured a child who was reluctant or frightened, (for example, "I know this can be scary—let me hold your hand while you start walking"); and
   - praised a child for progress without making comparisons to other children (for example, "You ran a lot further around the yard today than you did last month, Lamont—did you know that?).

10. There are always activities that teachers may be reluctant to try for various reasons. Discuss answers with the teacher.

Module 5: Cognitive
(Give five points for each correct answer)

1. a. (10) g. (9)
   b. (3) h. (4)
   c. (8) i. (6)
   d. (5) j. (1)
   e. (7)
   f. (2)
2. d
3. b
4. c
5. b and accept additional answer d (d by itself is not acceptable)
6. c
7. d

8. Matching—any of the following are correct responses:

   - small variety of basic materials in beginning of year;
   - two of each object (for instance, block accessories); and
   - labels for each object so children match the object with a picture.

Module 5: Cognitive
(Continued)

9. Classification—any of the following are correct responses:

   - different labels for blocks and for accessories;
   - separate dishpans for zoo animals and farm animals with photos of each as a label;
   - separate labels in the house corner to show the different types of materials; and
   - a display table with different objects and pictures that are yellow.

10. a, b, d

Module 6: Communication
(Give five points for each correct answer)

1. a. (9) b. (8) c. (5) d. (3) e. (10) f. (6) g. (1) h. (2) i. (4) j. (7)
2. b, d, e
3. e
4. a, c
5. c, d, e
6. d
7. e
8. c

9. Four responses are required. Possible correct responses include:

   - Arrange the space so that children can be in small groups as they work at activities.
   - Keep interesting things in the environment to encourage children to explore, ask questions, talk about their ideas, and play with each other.
   - Set out props that will lead to dramatic play, such as two telephones in the house corner.
   - Plan some group projects, such as a mural or cooking activities.
   - Take trips and walks in the neighborhood to expand children's experiences and give them new things to talk about.
   - Set out puppets, flannel boards, language games, and water play.

10. Parents ask many questions about children's communication skills. It's good for the teacher to be prepared with answers. Discuss the answers with the teacher.

Module 7: Creative
(Give five points for each correct answer)

1. a. (9) b. (4) c. (8) d. (3) e. (10) f. (6) g. (5) h. (2) i. (7) j. (1)
2. a, d
3. b
4. b
5. a. (2) b. (4) c. (1) d. (3) (5 total points for all answers completed correctly in question 5)
6. teacher, creativity
7. false
8. process, product

9. Your knowledge of the community and climate give context to the teacher's response. Give points for materials that could really be found by a child outdoors.

10. Keep sand and water in the tables.

11. Any positive answers are acceptable.

Module 8: Self
(Give five points for each correct answer)

1. a. (8)
   b. (10)
   c. (4)
   d. (6)
   e. (2)
   f. (9)
   g. (1)
   h. (5)
   i. (3)
   j. (7)
2. d
3. b and accept addition of d (d by itself is not correct)
4. a
5. a, c, d, f, g
6. d
7. c
8. d
9. true

10. A well-thought-out definition will possibly include some of the following points:

- sense of one's own worth;
- proud of who one is and what one can do;
- feel connected to others;
- feel respected and valued by others; and
- feel powerful—able to do things on one's own.

11. Any appropriate answers are acceptable.

Module 9: Social
(Give five points for each correct answer)

1. a. (6)
   b. (9)
   c. (5)
   d. (1)
   e. (2)
   f. (4)
   g. (7)
   h. (10)
   i. (8)
   j. (11)
   k. (3)
2. b, c, d
3. a, b, d, e
4. c
5. socially
6. consistent and either prompt or positive
7. self-esteem

8. Two responses are required. Possible correct responses include:

- Plan activities that call for cooperation, such as planting a garden, folding a blanket, or creating a collage.
- Talk about exciting things that have happened to the children and adults and show you care.
- Help children learn how to talk about their feelings. ("When you hit Juana, she doesn't know what you want—use your words to tell her what you want.")
- Plan group activities that involve thoughtfulness and emphasize a sense of community. For example, make cards for a child who is sick.

For additional responses, refer to Learning Activity IV, Helping Children Learn Caring Behavior

9. A well-thought-out answer will possibly include some of the following techniques:

- Help the child understand the consequences of his or her actions. (For example, "I think you want to play with Crystal and Susan. But when you knock their tower down it makes them angry. It doesn't make them want to play with you.")
- Spend time alone with the child but not immediately after the child has been aggressive. (For example, "David, let's read a story together in the reading corner. There's a couple of new books that Ms. Johnson brought in.")
- Sit with the child and observe the other children at play. Interpret what they are doing so the child can begin to understand how others use social skills. (For example, "Carlos just came over to the sandbox where Tamila and Renee are being mothers baking cakes. I think he wants to play with them. Carlos is making a cake to share with them. He's pretending to be a neighbor.")

For additional responses, refer to Learning Activity V, Helping Children Relate Positively to Others. Give points if the answer is logical, appropriate, and well thought-out.

Module 10: Guidance
(Give five points for each correct answer)

1. a. (10) b. (4) c. (2) d. (9) e. (1) f. (6) g. (11) h. (8) i. (5) j. (3) k. (7)
2. e
3. c, e, g, h
4. b
5. b

6. Two separate responses are required.

"Hurry up..."—any of the following are possible correct responses:

- "We're all getting too hot in our coats. You may finish your project after our walk. Let me help you with your coat and we'll all go out together."
- "Miguel or Antonia could help you find your hat. The rest of us will go outside on the yard so we don't get too hot in our coats and hats. You can join us playing with the parachute as soon as you come out."
- "The cook needs some help unpacking the canned goods. Would you prefer to get your exercise helping him—or do you want to put on your coat quickly and go outside with all of us?"

Your knowledge of the program and teaching team give a context for the teacher's response. Give points for positive guidance suitable to the context you know.

"...stop crying"—any of the following are possible correct responses:

- "I know you are sad because you usually go home right after lunch. Your father phoned to say today he'd pick you up right after naptime. Let's put your cot here by the fish tank so you can watch the fish if you don't feel sleepy. I'll be helping the other children start naps, and I'll come back to see you when you've done crying."
- "Here's a tissue for your tears. It's okay to feel sad when your mother leaves you at school. I need some help getting the blankets out of the dryer now—do you ever help fold blankets at home? You can help me at school just like you help at home."
- "You sound angry that your sister stayed home today because she's sick. I'm glad you're well enough to come to school and play with us. Maybe after you're done crying you'd like to make her a get-well card. We could have it all ready when your grandma comes to pick you up after school."

7. a. (3); b. (1); c. (4); d. (2) (give 5 points total for completely correct)

8. (Refer to Section II, Guiding Children's Behaviors.) Punishment means controlling children's behavior through fear. Discipline means guiding and directing children toward acceptable behavior.

9. Good

10. Three questions are required. Possible correct questions include:

Age:
How long has it been going on?
When does it happen?
How often does this occur?
Did something happen at home that might have upset the child?

For additional correct questions, refer to Learning Activity VI, Responding to Challenging Behaviors. Three explanations are required. Give points if explanations are logical, appropriate, and well thought-out.

Module 11: Families
(Give five points for each correct answer)

1. parents
2. c
3. d
4. c, d
5. (10 points total if all correct)
   a. teachers
   b. parents
   c. teachers
   d. parents
6. b

7. Three responses are required. Possible correct responses include:

   - news and information about coming center events;
   - menus;
   - suggested activities for parents and children to do at home;
   - reviews of children's books; and
   - parent/family news and information.

8. c, d, f, g

9. Three responses are required. Possible correct responses include:

   - family dinner;
   - "job jar";
   - open the center for an evening;
   - parent corner; and
   - organize center photo album.

10. Three responses are required. Possible correct responses include:

    - Recognize when parents are under stress, and don't add to parents' stress by reciting all the things the child has done wrong that day.
    - Help parents locate resources.
    - Give parents information and guidance on child growth and development.

Module 12: Program Management
(Give five points for each correct answer)

1. other staff
2. b
3. c
4. a, c accept d also
   (d is not acceptable without a and c)

5. Three responses are required. Possible correct responses include:

   - the observer's name;
   - the child's name;
   - the date of the observation;
   - the setting (where the activity is taking place and who is involved—for example, "Debby and Ron sit on the floor in the book area looking at books"); and
   - the behavior (what the child you are observing does and says).

6. True

7. a, c

8. c

9. Evaluate

Module 12: Program Management
(Continued)

10. Two responses are required. Possible correct responses include:

    - fire prevention and evacuation procedures;
    - policy on closing for bad weather;
    - reporting accidents; and
    - reporting suspected child abuse and neglect.

    For additional responses, refer to Learning Activity IV, Following Administrative Policies, Practices, and Procedures.

Module 13: Professionalism
(Give ten points for each correct answer)

1. d
2. d
3. d
4. a
5. d
6. a. (2) b. (3) c. (1)

(10 points total for completely correct answers)

7. c, e, g, h
8. b, d

9. The answers to this question depend on the experiences of each teacher. Use your own judgment to score this.

10. Discuss the teacher's thoughts on early childhood education as a career and assist her or him in increasing experiences and knowledge. All appropriate answers receive points.

Appendix B

Trainer Observation Forms for Competency Assessments

MODULE: SAFE **Page 1**

Teacher: _____ **Observer:** _____

Date: _____ **Setting:** _____

Observation Record: _____

(Continued)

SAFE—Review your observation record at left and score each criterion of competence that you can substantiate from this observation.

- Supervise children at all times; play with children and not congregate with other adults in one place.

  ☐ met ☐ partially met ☐ not met

- Organize vigorous play areas for children to move about freely without knocking into each other or equipment; make stay-clear zones.

  ☐ met ☐ partially met ☐ not met

- Check to see there is adequate cushioning under climbers, slides, and swings. Check fall zones under and around equipment, removing any objects or obstructions.

  ☐ met ☐ partially met ☐ not met

- Make sure there are no frayed cables, worn ropes, chains that could pinch, broken glass, or debris. Use only equipment that is in good repair.

  ☐ met ☐ partially met ☐ not met

- Provide duplicates of popular toys to minimize conflicts.

  ☐ met ☐ partially met ☐ not met

- Discuss playing safely with individuals and small groups so they know what they can do.

  ☐ met ☐ partially met ☐ not met

- Allow children to ride tricycles and other moving equipment on hard surfaces.

  ☐ met ☐ partially met ☐ not met

SAFE, continued **Dates:** _____ **Page 2**

Observation Record: _____

SAFE, continued

THE COMPETENT TEACHER WILL:

- Demonstrate a realistic understanding of safety issues in the written activity plan and evaluation.

☐ met ☐ partially met ☐ not met

Questions or comments on safety strategies not observed and on safety issues raised by the observation but not covered in the listed criteria:

MODULE: HEALTHY **Page 1**

Teacher: _____ **Observer:** _____

Date: _____ **Setting:** _____

Observation Record: _____

(Continued)

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HEALTHY—Review your observation record at left and score each criterion of competence that you can substantiate from this observation.

THE COMPETENT TEACHER WILL:

- Incorporate sanitizing food preparation surfaces into the beginning of the activity.

  ☐ met ☐ partially met ☐ not met

- Ensure that each child and adult washes hands vigorously with soap and water before participating in food preparation and during the activity as necessary.

  ☐ met ☐ partially met ☐ not met

- Select healthy foods to prepare that are low in fats, salt, and sugar.

  ☐ met ☐ partially met ☐ not met

- Match the food preparation to the abilities of the children in the group and limit the number of children participating in the activity.

  ☐ met ☐ partially met ☐ not met

- Set up the activity in a place that is quiet and away from traffic.

  ☐ met ☐ partially met ☐ not met

- Participate with the children in a relaxed "family-style" setting, encouraging conversation.

  ☐ met ☐ partially met ☐ not met

- Help each child "read" the directions and use utensils and materials at each step of the activity.

  ☐ met ☐ partially met ☐ not met

HEALTHY, continued **Dates:** _____ **Page 2**

Observation Record: _____

HEALTHY, continued

THE COMPETENT TEACHER WILL:

- Help children develop language skills and practice skills such as measuring, sequencing, predicting, and observing cause and effect as they prepare food.

  ☐ met ☐ partially met ☐ not met

- Integrate a nonsexist attitude toward food preparation as a scientific, aesthetic, and nutrition education activity.

  ☐ met ☐ partially met ☐ not met

Questions or comments on health strategies not observed and on health issues raised by the observation but not covered in the listed criteria:

MODULE: LEARNING ENVIRONMENT **Page 1**

Teacher: _____ **Observer:** _____

Date: _____ **Setting:** _____

Observation Record: _____

(Continued)

LEARNING ENVIRONMENT—Review your observation record at left and score each criterion of competence that you can substantiate from this observation.

THE COMPETENT TEACHER WILL:

- Arrange indoor space into interest centers (for example, blocks, table toys, art, house corner, sand and water, library).

  ☐ met ☐ partially met ☐ not met

- Organize sufficient interest centers for the number of children in the room.

  ☐ met ☐ partially met ☐ not met

- Arrange interest centers so that children in one area are not easily distracted by those in another area.

  ☐ met ☐ partially met ☐ not met

- Display materials neatly, with labels showing where they belong.

  ☐ met ☐ partially met ☐ not met

- Make children feel welcome when they arrive and when they play.

  ☐ met ☐ partially met ☐ not met

- Encourage children to select interest centers where they would like to play.

  ☐ met ☐ partially met ☐ not met

- Include materials for children to use as well as displays that reflect the local community and the children's ethnic and family backgrounds.

  ☐ met ☐ partially met ☐ not met

LEARNING ENVIRONMENT, continued **Dates:** _____ **Page 2**

Observation Record: _____

LEARNING ENVIRONMENT, continued

THE COMPETENT TEACHER WILL:

- Guide children to other activities when an interest center is full.

  ☐ met ☐ partially met ☐ not met

- Provide for children's special interests.

  ☐ met ☐ partially met ☐ not met

- Help children take responsibility for clean-up and preparing each area for its next use (for example, filling paint cups for tomorrow).

  ☐ met ☐ partially met ☐ not met

Questions or comments on learning environment strategies not observed and on learning environment issues raised by the observation but not covered in the listed criteria:

MODULE: PHYSICAL **Page 1**

Teacher: _____ **Observer:** _____

Date: _____ **Setting:** _____

Observation Record: _____

(Continued)

PHYSICAL—Review your observation record at left and score each criterion of competence that you can substantiate from this observation.

THE COMPETENT TEACHER WILL:

- Help and encourage children when they are learning new skills.

  ☐ met ☐ partially met ☐ not met

- Provide safe and interesting objects for children to listen to, taste, pick up and put down, look at, and smell.

  ☐ met ☐ partially met ☐ not met

- Use a variety of materials and equipment to promote gross and fine motor development.

  ☐ met ☐ partially met ☐ not met

- Use her/his knowledge about keeping children safe and about the child s/he is interacting with to make decisions on when to intervene and when to let the child work out a problem.

  ☐ met ☐ partially met ☐ not met

- Provide children with opportunities to develop small muscles by grasping, throwing, catching, rolling, pulling, zipping, buttoning, etc.

  ☐ met ☐ partially met ☐ not met

- Encourage children to develop self-help skills.

  ☐ met ☐ partially met ☐ not met

- Provide opportunities for children's meaningful participation.

  ☐ met ☐ partially met ☐ not met

PHYSICAL, continued **Dates:** _____ **Page 2**

Observation Record: _____

PHYSICAL, continued

THE COMPETENT TEACHER WILL:

- Help children develop an awareness of rhythm through music and movement activities (if music and movement activities are chosen).

  ☐ met ☐ partially met ☐ not met

- Play indoor and/or outdoor noncompetive games with children (if games are chosen).

  ☐ met ☐ partially met ☐ not met

Questions or comments on strategies for promoting children's physical development not observed and on physical development issues raised by the observation but not covered in the listed criteria:

MODULE: COGNITIVE **Page 1**

Teacher: _____ **Observer:** _____

Date: _____ **Setting:** _____

Observation Record: _____

(Continued)

COGNITIVE—Review your observation record at left and score each criterion of competence that you can substantiate from this observation.

THE COMPETENT TEACHER WILL:

- Select an activity and materials that are developmentally appropriate.
  ☐ met ☐ partially met ☐ not met
- Prepare materials needed ahead of time so children don't have to wait.
  ☐ met ☐ partially met ☐ not met
- Limit group size to minimize "wait time" and turn-taking conflicts.
  ☐ met ☐ partially met ☐ not met
- Encourage children to use all their senses in learning.
  ☐ met ☐ partially met ☐ not met
- Ask open-ended questions and open-ended statements (for example, "I wonder what will happen when…").
  ☐ met ☐ partially met ☐ not met
- Talk about what is happening and describe children's actions.
  ☐ met ☐ partially met ☐ not met
- Encourage children to solve problems.
  ☐ met ☐ partially met ☐ not met
- Listen to what children say and respond appropriately.
  ☐ met ☐ partially met ☐ not met

COGNITIVE, continued **Dates:** _____ **Page 2**

Observation Record: _____

COGNITIVE, continued

THE COMPETENT TEACHER WILL:

- Welcome new and creative ideas.
  ☐ met ☐ partially met ☐ not met
- Support children at play.
  ☐ met ☐ partially met ☐ not met
- Use experiences to help children learn new skills and concepts.
  ☐ met ☐ partially met ☐ not met

Questions or comments on cognitive strategies not observed and on cognitive issues raised by the observation but not covered in the listed criteria:

MODULE: COMMUNICATION **Page 1**

Teacher: _____ **Observer:** _____

Date: _____ **Setting:** _____

Observation Record: _____

(Continued)

COMMUNICATION—Review your observation record at left and score each criterion of competence that you can substantiate from this observation.

THE COMPETENT TEACHER WILL:

- Set out interesting things for children to explore and activities that involve them actively in learning.
  ☐ met ☐ partially met ☐ not met
- Arrange the space so children can work in small groups.
  ☐ met ☐ partially met ☐ not met
- Accept how each child speaks without correcting her/him.
  ☐ met ☐ partially met ☐ not met
- Name things for children and describe their own actions to them so the children can learn new words.
  ☐ met ☐ partially met ☐ not met
- Use full sentences and explain directions clearly.
  ☐ met ☐ partially met ☐ not met
- Use a soft tone of voice and look at the child's eyes so that the child may make eye contact.
  ☐ met ☐ partially met ☐ not met
- Ask open-ended questions and make open-ended statements (for example, "I wonder what will happen when...") that encourage children to think.
  ☐ met ☐ partially met ☐ not met
- Listen to what each child says and ask questions or make statements that stimulate the child to extend her/his thinking.
  ☐ met ☐ partially met ☐ not met

COMMUNICATION, continued **Date:** _____ **Page 2**

Observation Record: _____

COMMUNICATION, continued

THE COMPETENT TEACHER WILL:

- Talk about feelings and help each child use words to describe her/his feelings.

  ☐ met ☐ partially met ☐ not met

- Model conversation and communication strategies with other adults.

  ☐ met ☐ partially met ☐ not met

- Model writing and reading behaviors as a natural part of a teacher's classroom work.

  ☐ met ☐ partially met ☐ not met

Questions or comments on communication strategies not observed and on communication issues raised by the observation but not covered in the listed criteria:

MODULE: CREATIVE Page 1

Teacher: _____ **Observer:** _____

Date: _____ **Setting:** _____

Observation Record: _____

(Continued)

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CREATIVE—Review your observation record at left and score each criterion of competence that you can substantiate from this observation.

THE COMPETENT TEACHER WILL:

- Ask open-ended questions and make open-ended statements (for example, "I wonder what will happen when...") to promote children's creative thinking.

  ☐ met ☐ partially met ☐ not met

- Help children find their own solutions to problems.

  ☐ met ☐ partially met ☐ not met

- Respond to children in ways that acknowledge their interest in the process of creating rather than the product.

  ☐ met ☐ partially met ☐ not met

- Encourage children's creative use of language.

  ☐ met ☐ partially met ☐ not met

- Set up the environment so that children can easily select, replace, and care for materials and equipment.

  ☐ met ☐ partially met ☐ not met

- Provide enough time in the daily schedule for children to make plans and carry them out.

  ☐ met ☐ partially met ☐ not met

- Accept and value each child's creative expression.

  ☐ met ☐ partially met ☐ not met

- Step back when appropriate to allow children to explore and create on their own.

  ☐ met ☐ partially met ☐ not met

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CREATIVE, continued **Date:** _____ **Page 2**

Observation Record: _____

CREATIVE, continued

- Implement developmentally appropriate creative experiences that match preschool children's skills, abilities, and interests.

☐ met ☐ partially met ☐ not met

Questions or comments on learning environment strategies not observed and on creative issues raised by the observation but not covered in the listed criteria:

MODULE: SELF **Page 1**

Teacher: _____ **Observer:** _____

Date: _____ **Setting:** _____

Observation Record: _____

(Continued)

SELF—Review your observation record at left and score each criterion of competence that you can substantiate from this observation.

THE COMPETENT TEACHER WILL:

- Allow and encourage children to choose their own activities and materials.
  ☐ met ☐ partially met ☐ not met
- Encourage all children to make choices.
  ☐ met ☐ partially met ☐ not met
- Offer praise and support for children who attempt to make a choice.
  ☐ met ☐ partially met ☐ not met
- Let children know they are special.
  ☐ met ☐ partially met ☐ not met
- Identify and help children deal with feelings.
  ☐ met ☐ partially met ☐ not met
- Accept mistakes as natural.
  ☐ met ☐ partially met ☐ not met
- Show respect for each child.
  ☐ met ☐ partially met ☐ not met
- Include materials and displays that reflect the local community and the children's culture and family background.
  ☐ met ☐ partially met ☐ not met

SELF, continued **Date:** _____ **Page 2**

Observation Record: _____

SELF, continued

Questions or comments on promoting self-esteem not observed and on self-esteem issues raised by the observation but not covered in the listed criteria:

MODULE: SOCIAL Page 1

Teacher: _____ **Observer:** _____

Date: _____ **Setting:** _____

Observation Record: _____

(Continued)

SOCIAL—Review your observation record at left and score each criterion of competence that you can substantiate from this observation.

THE COMPETENT TEACHER WILL:

- Let children know that their play is important.
  ☐ met ☐ partially met ☐ not met
- Engage in make-believe play with children.
  ☐ met ☐ partially met ☐ not met
- Help children get started playing.
  ☐ met ☐ partially met ☐ not met
- Step back from the play when children no longer need help.
  ☐ met ☐ partially met ☐ not met
- Model playful behaviors without dominating the play.
  ☐ met ☐ partially met ☐ not met
- Reinforce positive social behaviors.
  ☐ met ☐ partially met ☐ not met
- Offer guidance within the context of the play situation.
  ☐ met ☐ partially met ☐ not met
- Provide new props to extend children's play.
  ☐ met ☐ partially met ☐ not met
- Ask questions that extend children's play without interrupting it.
  ☐ met ☐ partially ☐ not met

SOCIAL, continued **Date:** _____ **Page 2**

Observation Record: _____

SOCIAL, continued

Questions or comments on social strategies not observed and on social issues raised by the observation but not covered in the listed criteria:

MODULE: GUIDANCE Page 1

Teacher: _____ **Observer:** _____

Date: _____ **Setting:** _____

Observation Record: _____

(Continued)

GUIDANCE—Review your observation record at left and score each criterion of competence that you can substantiate from this observation.

THE COMPETENT TEACHER WILL:

- Arrange the environment in ways that let children know what behaviors are acceptable.

  ☐ met ☐ partially met ☐ not met

- Allow for children to make choices and be responsible for their own behavior.

  ☐ met ☐ partially met ☐ not met

- Set limits that are:
  - appropriate for children's developmental stages;
  - keep children safe and healthy;
  - help children learn to respect the rights of others; and
  - help children learn to care for equipment and materials.

  ☐ met ☐ partially met ☐ not met

- Help children learn to use words to tell others how they feel.

  ☐ met ☐ partially met ☐ not met

- State limits and rules positively.

  ☐ met ☐ partially met ☐ not met

- Explain the reasons for rules and limits in simple terms.

  ☐ met ☐ partially met ☐ not met

- Provide acceptable outlets for children to express their feelings.

  ☐ met ☐ partially met ☐ not met

- Encourage children to develop their own solutions.

  ☐ met ☐ partially met ☐ not met

GUIDANCE, continued **Date:** _____ **Page 2**

Observation Record: _____

GUIDANCE, continued

THE COMPETENT TEACHER WILL:

- Handle misbehavior by trying to:
  - find out why the child is misbehaving;
  - focus on the behavior, not on the child;
  - state what are acceptable behaviors;
  - explain to the child the consequences of her/his actions; and
  - follow through as necessary.

☐ met ☐ partially met ☐ not met

Questions or comments on guidance strategies not observed and on guidance issues raised by the observation but not covered in the listed criteria:

MODULE: FAMILIES **Page 1**

Teacher: _____ **Observer:** _____

Date: _____ **Setting:** _____

Observation Record: _____

(Continued)

FAMILIES—Review your observation record at left and score each criterion of competence that you can substantiate from this observation.

THE COMPETENT TEACHER WILL:

- Share information with parents about current activities.
  ☐ met ☐ partially met ☐ not met
- Share information with parents about future plans.
  ☐ met ☐ partially met ☐ not met
- Reinforce the partnership between teachers and parents.
  ☐ met ☐ partially met ☐ not met
- Help parents feel more involved in the program.
  ☐ met ☐ partially met ☐ not met
- Provide ways for parents to be involved in sharing information.
  ☐ met ☐ partially met ☐ not met
- Suggest ways to extend learning at home.
  ☐ met ☐ partially met ☐ not met
- Make sure information is shared with all parents.
  ☐ met ☐ partially met ☐ not met

FAMILIES, continued **Date:** _____ **Page 2**

Observation Record: _____

FAMILIES, continued

Questions or comments on strategies for working with families not observed and on family issues raised by the observation but not covered in the listed criteria:

MODULE: PROGRAM MANAGEMENT **Page 1**

Teacher: _____ **Observer:** _____

Date: _____ **Setting:** _____

Observation Record: _____

(Continued)

PROGRAM MANAGEMENT—Review your observation record at left and score each criterion of competence that you can substantiate from this observation.

THE COMPETENT TEACHER WILL:

- Watch and listen to each child and record each behavior as it happens or immediately after.

  ☐ met ☐ partially met ☐ not met

- Complete objective and accurate recordings.

  ☐ met ☐ partially met ☐ not met

- Avoid the use of labels in recordings.

  ☐ met ☐ partially met ☐ not met

- Complete recordings in a variety of areas, including fine and gross motor, cognitive, language development, creativity, self-discipline, and self-help skills and self-esteem and social development.

  ☐ met ☐ partially met ☐ not met

- Draw conclusions about each child's strengths, interests, and needs based on information from the family and on your current and previous recordings.

  ☐ met ☐ partially met ☐ not met

- Use information learned about each child in daily interactions.

  ☐ met ☐ partially met ☐ not met

- Identify suggested toys, materials, or caregiving techniques based on each child's interests, skills, and needs.

  ☐ met ☐ partially met ☐ not met

PROGRAM MANAGEMENT, continued **Date:** _____ **Page 2**

Observation Record: _____

PROGRAM MANAGEMENT, continued

- Identify challenging activities based on each child's interests and success with current experiences.

☐ met ☐ partially met ☐ not met

Questions or comments on program management strategies not observed and on program management issues raised by the observation but not covered in the listed criteria:

MODULE _____ Date: _____ Page: _____ Descriptive Notes: _____	Notes:

Appendix C

Tracking Forms

Individual Tracking Form

Teacher's Name: _____

Indicate Date Completed

Module	Over-view	Pre-training Assess-ment	L.A. I	L.A. II	L.A. III	L.A. IV	L.A. V	L.A. VI	L.A. VII	Know-ledge Assess-ment	Compe-tency Assess-ment	Sign off
1. Safe									X			
2. Healthy								X	X			
3. Environment								X	X			
4. Physical								X	X			
5. Cognitive									X			
6. Communication								X	X			
7. Creative								X	X			
8. Self												
9. Social								X	X			
10. Guidance									X			
11. Families								X	X			
12. Program Management							X	X	X			
13. Professionalism								X	X		X	

Center Tracking Form: *Caring for Preschool Children*

TEACHERS	MODULES																													
	0		1		2		3		4		5		6		7		8		9		10		11		12		13	
	B	C	B	C	B	C	B	C	B	C	B	C	B	C	B	C	B	C	B	C	B	C	B	C	B	C	B	C	B	C

LEGEND

Teacher Progress:

B=Begun
C=Completed

Modules:

0=Orientation
1=Safe
2=Healthy
3=Environment
4=Physical
5=Cognitive
6=Communication
7=Creative
8=Self
9=Social
10=Guidance
11=Families
12=Program Management
13=Professionalism

Appendix D

CDA Competency Goals and Functional Areas

CDA Competency Goals and Functional Areas*

Competency Goals	Functional Areas
I. To establish and maintain a safe, healthy learning environment	1. **Safe:** Candidate provides a safe environment to prevent and reduce injuries.
	2. **Healthy:** Candidate promotes good health and nutrition and provides an environment that contributes to the prevention of illness.
	3. **Learning Environment:** Candidate uses space, relationships, materials, and routines as resources for constructing an interesting, secure, and enjoyable environment that encourages play, exploration, and learning.
II. To advance physical and intellectual competence	4. **Physical:** Candidate provides a variety of equipment, activities, and opportunities to promote the physical development of children.
	5. **Cognitive:** Candidate provides activities and opportunities that encourage curiosity, exploration, and problem solving appropriate to the developmental levels and learning styles of children.
	6. **Communication:** Candidate actively communicates with children and provides opportunities and support for children to understand, acquire, and use verbal and nonverbal means of communicating thoughts and feelings.
	7. **Creative:** Candidate provides opportunities that stimulate children to play with sound, rhythm, language, materials, space, and ideas in individual ways and to express their creative abilities.
III. To support social and emotional development and provide positive guidance	8. **Self:** Candidate provides physical and emotional development and emotional security for each child and helps each child know, accept, and take pride in himself or herself and to develop a sense of independence.
	9. **Social:** Candidate helps each child feel accepted in the group, helps children learn to communicate and get along with others, and encourages feelings of empathy and mutual respect among children and adults.
	10. **Guidance:** Candidate provides a supportive environment in which children can begin to learn and practice appropriate and acceptable behaviors as individuals and as a group.

*Reprinted with permission from *Child Development Associate Assessment System and Competency Standards: Preschool Caregivers in Center-Based Programs* (Washington, DC: CDA National Credentialing Program, 1986).

IV. To establish positive and productive relationships with families	11. **Families:** Candidate maintains an open, friendly, and cooperative relationship with each child's family, encourages their involvement in the program, and supports the child's relationship with his or her family.
V. To ensure a well-run, purposeful program responsive to participant needs	12. **Program Management:** Candidate is a manager who uses all available resources to ensure an effective operation. Candidate is a competent organizer, planner, record keeper, communicator, and cooperative coworker.
VI. To maintain a commitment to professionalism	13. **Professionalism:** Candidate makes decisions based on knowledge of early childhood theories and practices, promotes quality in child care services, and takes advantage of opportunities to improve competence, both for personal and professional growth and for the benefit of children and families.

Appendix E

Publishers and Distributors of Early Childhood Resources

Publishers and Distributors

In *Caring for Preschool Children*, you will find a list of recommended readings at the end of each module. Publishers and distributors of these resources are listed below.

Charles E. Merrill Co.
936 Eastwood Drive
Westerville, OH 43081-3374
(800) 848-6205
(614) 890-1111

Child Care Employee Project
P.O. Box 5603
Berkeley, CA 94705

David S. Lake Publishers
19 Davis Drive
Belmont, CA 94002
(800) 848-6205
(614) 890-1111

David Publishers
2113 Creekwood Drive
Fort Collins, CO 80525
(303) 224-4845

Exchange Press, Inc.
P.O. Box 2890
Redmond, WA 98073
(206) 883-9394

Gryphon House, Inc.
3706 Otis Street
P.O. Box 275
Mt. Rainier, MD 20712
(301) 779-6200

National Association for the
Education of Young Children
1834 Connecticut Ave., NW
Washington, DC 20009
(800) 424-2460
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(202) 362-7543

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Products Under Development:

- ***A Trainer's Guide to Caring for Preschool Children.*** A book for on-site trainers with step-by-step guidance on giving feedback and support to teachers working through the 13 CDA competency-based modules. It includes copies of the competency and knowledge assessments for each module and tracking forms to record the progress of each staff member. (April, 1990.)

- ***A Parent's Guide to Early Childhood Education.*** A booklet that helps parents understand what happens in a good early childhood program and the important role that they play in helping their children succeed in school and in life. (June, 1990)

- ***Caring for Infants and Toddlers: A Supervised, Self-Instructional Training Program.*** A comprehensive training program that addresses the skills and knowledge required when caring for children under three as outlined in the 13 CDA Functional Areas. (Mid 1990.)

- ***The Creative Curriculum for Family Child Care.*** A child development based curriculum for providers who care for infants, toddlers, preschoolers, and school age children in a home setting. (Fall, 1990.)

How to Keep Up:

If you would like to be on our mailing list to learn more about Teaching Strategies and find out when our new products are available, please complete the form below and mail it to: Teaching Strategies, Inc., P.O. Box 42243, Washington, D.C., 20015.

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TEACHING STRATEGIES
P.O. Box 42243
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What We Do:

Teaching Strategies, Inc. seeks to improve the quality of early childhood programs. Extensive studies show that preschool programs have a major impact on a child's ability to learn, to communicate ideas and feelings, and to get along with others. They indicate that children attending quality early childhood programs are less likely to need remedial education, drop out of school, get in trouble with the law, or be unemployed.

In response to such dramatic evidence of the impact of preschool programs, Teaching Strategies was founded to help organizations provide the best possible early childhood programs. We design easy-to-use curriculum and training materials that reflect the accumulated wisdom of 20 years of research on what makes early childhood programs effective. Our materials and workshops for supervisors and teachers are making a difference nationwide. Our products include:

- ***The Creative Curriculum for Early Childhood,*** 380 pages ($39.95).
  This comprehensive, environmentally based curriculum consists of eight modules: Setting the Stage, Blocks, House Corner, Table Toys, Art, Sand and Water, Library, and Outdoors.

- ***A Guide for Supervisors and Trainers on Implementing the Creative Curriculum,*** 200 pages ($29.95).
  This book includes supervision strategies, workshop outlines, and handouts for training sessions on each of the modules in *The Creative Curriculum.*

- ***Caring for Preschool Children: A Supervised, Self-Instructional Training Program,*** 729 pages in two volumes ($34.95 per volume).
  Designed for on-site training of teachers in center-based settings, this comprehensive, self-paced program consists of 13 modules that address each of the Child Development Associate (CDA) Competency Functional Areas.

- ***The Creative Curriculum,*** a 37-minute videotape ($99.50).
  This videotape of Head Start and day care programs shows how responsive teachers and a carefully organized environment enhance children's growth and learning in all interest areas.

- ***Room Arrangement as a Teaching Strategy,*** a 23-minute filmstrip ($35.00).
  This training package, consisting of a filmstrip, cassette, and booklet, presents concrete ideas for arranging preschool classrooms to support positive behavior and learning.

Who We Are:

Diane Trister Dodge, founder and President of Teaching Strategies, has 25 years experience in early childhood education. She has taught in preschool programs, has designed educational and training programs for Head Start, day care, and other preschool programs, and has conducted training workshops nationwide and abroad. She has co-authored the materials offered by Teaching Strategies with other experienced early childhood professionals.

Who We Work For:

Teaching Strategies has designed early childhood curriculums and conducted trainings for many organizations, including the National Head Start Office, local Head Start and public school programs, the National Association of Elementary School Principals, and the U.S. Army, Navy, and Air Force Child Development Programs. Our materials are used extensively in programs throughout the country, and in many foreign countries, particularly in Canada and Australia.

Caring for Preschool Children is a personalized, easy-to-use, low-cost approach to staff development. Its learning activities teach practical skills that can be applied immediately in the classroom setting. The two-volume set of materials includes readings and worksheets that become each teacher's personal resource for working with preschool children. The material covers 13 modules corresponding to each of the Functional Areas of the Child Development Associate (CDA) Competency Standards. The training program is self-instructional so that teachers can complete it at their own pace, as time permits, and they can study the modules in whatever order they prefer. The modules for **Volume I** are: Safe, Healthy, Learning Environment, Physical, Cognitive, and Communication; for **Volume II**: Creative, Self, Social, Guidance, Families, Program Management, and Professionalism.

A Trainer's Guide to Caring for Preschool Children is an essential resource to help trainers and center directors implement the training program. It provides a detailed description of the trainer's role in guiding teachers through each of the learning activities. It offers many useful tips for trainers, including suggestions for providing feedback and encouraging teachers to extend their learning. It contains knowledge and competency assessments for each module to help trainers determine if a teacher has understood the material and has become more competent in working with children. The **Guide** also includes answer sheets and observation forms for the assessment process, and tracking forms to record each teacher's progress through the 13 modules.

* * * *

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